

Öğretmen Görüşlerine Göre Okul Müdürlerinin Örgütsel İletişim Yeterlikleri ¹

Organizational Communication Competencies of School Principals According to Teachers' Views

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Özet

Bu çalışmada okul müdürlerinin örgütsel iletişim yeterliklerinin belirlenmesi amaçlanmıştır. Araştırma kapsamında öğretmenlerin, okul müdürlerinin sözlü, sözsüz, yazılı ve görsel iletişim yeterliklerine ilişkin görüşlerinin yanında, iletişim sürecindeki yaklaşımları konusundaki yeterlikleri ile ilgili görüşlerine de başvurulmuştur. Araştırmanın verileri 2018-2019 öğretim yılında, Türkiye'nin farklı bölgelerinde, farklı okul türlerinde ve kademelerinde görev yapan öğretmenlerden toplanmıştır. Araştırma nitel desenlenmiş olup veriler bu araştırma kapsamında hazırlanan yarı yapılandırılmış sorular çerçevesinde şekillenen birebir görüşmelerle toplanmıştır. Veriler özel ve devlet okullarında görev yapan 40 öğretmenden toplanmıştır. Veriler tümevarım analizi tekniği kullanılarak analiz edilmiştir. Araştırmadan elde edilen sonuçlara göre okul müdürlerinin sözlü iletişimi, dil kullanımı, üslup ve hitap biçimleri; okul müdürlerinin sözsüz iletişimi, beden dilini kullanma becerileri ve okul müdürlerinin yazılı iletişimi, iletişim kanalları ve iletişimin içeriği ile ilgili çeşitli yeterlik ve problem alanları belirlenmiştir. Ayrıca okul müdürlerinin görsel iletişim yeterlikleri ile ilgili öğretmenler okul binası, müdür odası ve medyadaki görsellerle yönelik uygulamaları değerlendirmişlerdir.

Anahtar Kelimeler

Örgütsel iletişim, okulda iletişim, görsel iletişim, iletişim, okul müdürleri.

Abstract

In this study, it was aimed to determine the organizational communication competencies of school principals. Within the scope of the study, besides the opinions of the teachers about the verbal, non-verbal, written and visual communication competencies of the school principals, their opinions about their competencies in the communication process were also consulted. Data were collected in the 2018-2019 academic year from teachers working in schools in different types and levels. The research was designed qualitatively, and the data were collected through one-to-one interviews shaped within the framework of semi-structured questions prepared within the scope of this research. The data were collected from 40 teachers working in private and public schools in different regions of Turkey. The data were analyzed using the inductive analysis technique. According to the results obtained from the research various competencies and problem areas have been identified regarding the verbal communication of school principals, the use of language, wording and forms of address; regarding the nonverbal communication of school principals, skills of using body language and regarding the written communication of school principals, the content of communication and communication channels. In addition, regarding the visual communication competencies of the school principals, the teachers evaluated the applications aimed at the visuals in the school building, the principal's office and the media.

Key Word

Organizational communication, communication at school, visual communication, communication, school principals.

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In organizations that are systems, communication is as important as blood circulation in biological systems; because the link between the elements that make up the organization is established through communication. Communication enables the exchange of information necessary for the organization to achieve its objectives and to ensure coordination between them (Tutar and Yılmaz, 2013: 85-107). Organizational communication also plays a key role in the reproduction of the energy that the organization receives from the external environment within the organization. On the other hand, when a healthy organizational communication cannot be established, there can be no flow of information about existing processes and problems, improvements and corrections cannot be made and feedback cannot be provided. This situation will not only reduce the capacity of the organization to react vitally to the situations it encounters but also cause serious losses both on an individual and organizational level (Şimşek, 2011: 181-183). From this point of view, organizational communication; is a complex and continuous process that allows organizing members to create, maintain, and change the Educational organizations are undoubtedly one of the institutions where organizational communication has the most place. Communication forms the interpersonal, institutional, or managerial processes as well as the foundations of the structure of educational organizations (Hoy and Miskel, 2015: 341). The principal is responsible for the establishment and operation of structures related to this process, which has an impact on the existence and quality of the school. The success of the processes carried out in schools is mostly dependent on the school principal, like an orchestra conductor, to manage the organization of which s/he is a member through effective communication (Batmaz, 2004: 112). White and Chapman (1996: 7) state that principals spend approximately eighty percent of their time in the organization with communication activities. School principals should convey their messages to the recipient with correct coding and channel in the communication process because the basic element of the school organization they manage as principals is human and all dimensions of the school are based on communication (Akan and Azimi, 2019: 295).

When the communication concept is examined in more detail, according to the code used; it is seen that it is divided into several categories: verbal, non-verbal, written, and visual communication. Verbal communication is the primary way of conveying messages; one-to-one talks, group talks, and discussions, informal rumors are within the scope of verbal communication (Eskiyörük, 2015: 49). Verbal communication is the main tool for organizations to maintain their interactions with their internal and external environment (Harris and Nelson, 2008: 103). Non-verbal communication can be defined as the facial expressions, how they use their body language, their gestures, and mimics, and the communication they establish through head movements (Balcı, 2016: 101). Nonverbal communication; is a central and essential part of the communication process because it provides meaning extraction from communication and affects the outcome of communication (Burgoon, Guerrero, and Floyd, 2010: 28). Written communication can occur in many different ways, such as notes, reports, and announcements. It is among the advantages of written communication that ensures the message is recorded and allows unread messages to be read again (Tutar and Yılmaz, 2013: 97).

Visual communication, on the other hand, focuses directly on the eye and visual perception. Many forms of communication, such as visual arts, media design, and the use of color are included in the scope of visual communication in virtual/real-life environments or media (Güngör, 2016: 45). Although visual communication takes place in very few sources, it has started to find its place in the literature under the headings of 'visual communication' and 'audiovisual communication' day by day (Eyidogan, 2013; Ekici, 2015; Kaymak, 2015).

Whether a school principal's communication skills are sufficient is a relative issue. The source of the message and the recipient of the message may not have a common understanding of the level of skills. While the principal thinks that s/he has established effective communication structures and that her skills are high in this process, teachers may think that the communication process is not effective enough and even there are some obstacles in front of it. The school principal will be perceived as individuals with high communication skills as long as they can reflect the expectations of the teachers about the communication process from their messages, communication paths, or feedbacks. This situation makes it important and necessary to clarify the expectations of teachers from the communication process they establish with school principals.

The communication process in schools has been the subject of many different studies in the literature. In the studies carried out, besides researches to determine the communication skills of principles (Çınar, 2010; Kösterelioğlu & Argon, 2010; Rowick, 1999; Yılmaz, 2015), teacher motivation of

communication (Doğan and Koçak, 2014; Özgan and Aslan, 2008), burnout and loyalty (Tulunay, 2010), organizational identification (Yetim, 2010), organizational citizenship (Yıldırım, 2014), organizational learning (Okkalı, 2008), organizational values (Fidan and Küçükali, 2014), organizational trust (Sağır and Parlak, 2018) and organizational change (Zaptçioğlu Çelikdemir and Paker, 2019). While the communication types are classified in these studies, which are mostly quantitatively designed with pre-prepared measurement tools, they are discussed under three headings: verbal, non-verbal, and written (Bozkurt, 2010; Çulha, 2008; Okkalı, 2008; Orhan, 2008; Salman, 2017). The visual communication issue, which has found a new place relative to the communication types mentioned in the literature, has not been examined under a separate title. In this study, it is aimed to reveal the communication skills of school principals in the dimensions of verbal, non-verbal, written, and visual communication according to the opinions of teachers. Organizational communication skill, in general, is the ability to know what information should be transmitted in an organization, in which style, in which style, and in what environment, using which methods. Awareness that school administrators will have in organizational communication; In addition to providing a culture based on love, tolerance and understanding in schools, it will be able to offer essential opportunities to members of the organization in realizing educational processes and solving the problems encountered (Batmaz, 2004: 112). This importance of communication for the continuation of a qualified organizational structure requires school administrators to be aware of effective communication skills and to be able to use them correctly.

This study aims to determine the organizational communication competencies of school principals. In line with this purpose, the opinions of teachers about school principals' verbal, nonverbal, written, and visual communication competencies were tried to be determined.

Method

Model of the Research

In this research, the evaluative case study, one of the qualitative research approaches, was used. Evaluator case studies are kept within the scale of the time they are carried out and multiple case studies are generally evaluated in these studies since the evaluated event concerns more than one institution or policy (Köklü, 1994). Based on the opinions of the teachers, this method was chosen to collect data from teachers with different personal and professional characteristics from different schools and school types. In this study, which aims to determine the organizational communication competencies of school principals. The research data were collected using in-depth interviews from qualitative research techniques. In-depth interviews were implemented in a semi-structured form. Although the researcher entered the interview with predefined questions, the fact that semi-structured interviews gave the researcher a chance to discover the points he felt important with the questions added according to the flow of the interview (Longhurst, 2003) was effective in using this interview type.

Study Group

The study group of the research consisted of 40 teachers working in private and public schools and volunteering in the research. In the selection of participants, criterion sampling, and maximum diversity sampling, which were among the purposeful sample selection techniques used in qualitative research, were used together. The inclusion criteria determined in the research were that the principal has been working in the institution where he had been for at least one year and that the teacher had worked with the current principal for at least one year. Therefore, teachers within the scope of the research had been working in their current institutions and with their current principles since at least the 2017-2018 academic year. In the maximum diversity sampling, the researcher tried to form a heterogeneous sample group by including a wide variety of units with different characteristics (Baş and Akturan, 2017). These research aims are to get teachers' opinions about organizational communication competencies of school principals. For this reason, it was thought that the teachers selected within the scope of the research varied in terms of different variables, will enrich the content of the research. The study group was as follows; 6 of the teachers in the study group were kindergarten teacher, 2 were class teacher, 2 were Music, 1 was Painting, 1 was Drama, 1 was Social Studies, 1 was Turkish, 2 was Mathematics, 5 were Guidance and Psychological Counsel, 6 were English, 3 were Physical Education, 2 were Information Technology, 3 were Science, 1 was Religious Culture, 1 was

History, 1 was Physics, 2 were Biology teachers. 19 of these teachers worked in Muğla, 1 in Manisa, 1 in İzmir, 2 in Denizli, 3 in Ankara, 12 in Sakarya, 1 in Hakkari, and 1 in Nevşehir. 16 of the teachers participating in the research had the experience of 1-5 years, 11 had 6-10 years, 5 had 11-15 years, 3 had 16-20 years, 2 had 21-25 years and 3 had 26-30 years. 34 of these teachers worked with a male principal while 6 of them work with female principals. The diversity of the teachers interviewed in terms of the type of school studied, the level studied, the type of school graduated, and the gender variables were also provided. 13 of the teachers interviewed work in primary school, 17 in secondary school, and 10 in high school. 27 of these teachers had an undergraduate degree and 13 had a graduate degree. Besides, 23 of the teachers in the study group were women and 17 were men. Finally, 25 of these teachers worked in public schools and 15 in private schools. Teachers in the study group were given a pseudonym based on the privacy of their identity. Indirect quotations in the text, nicknames were given to the participants were used as references.

Collection of Data

The research data 2018-2019 academic year in eight different provinces in Turkey from teachers working in private schools and public schools of various levels, the researchers collected the data by semi-structured interviews were carried out. These provinces are Muğla, Ankara, Nevşehir, Sakarya, Manisa, Hakkâri, İzmir, and Denizli. The approval of the teachers was taken to ensure that the teachers participating in the interviews volunteered and participated in the interviews at their own will. Before the interviews were conducted, the teachers were contacted, the teachers were informed about the content of the study, and appointments were made according to the date and time they were suitable for the time of the interview.

As the interviewees were informed beforehand about the fact that the interview was not split and personal, the interviews were made one-on-one and without any interruption. As a meeting environment, a virtual room was chosen through the guidance room, empty classrooms, the principal's room, the home environment, cafes, and video chat. In these environments, the interviewee and the researcher were alone, and no third party witnessed the interview. Before the interviews started, the participants were informed about the purpose of the research again and they were informed that the data collected in the study would be used for scientific purposes only and that the credentials and data would be kept confidential. After the teachers stated that they volunteered to participate in the research, negotiations started. The interviews lasted on average 30 minutes. The interviews were recorded to the voice in accordance with the permission of the interviewers in order in order to prevent missing data.

Data Collection Tools

In this study, the data were collected through semi-structured interview questions, which were held face-to-face with the teachers in the study group, and the interviews were recorded in the voice recording under the permission of the interviewers. Semi-structured interview questions were created by the researcher in line with the literature on communication. The questions were then submitted to the opinions of three field experts to ensure validity. In line with the suggestions from the field experts, new questions were added to the study, some questions were removed, and some questions were edited. After evaluating a pilot with a teacher to evaluate the comprehensibility and applicability of the questions by the working group, the interview questions were finalized. Accordingly, a total of 37 questions were used in the study to evaluate the competencies of school principals in communication processes. 12 of these questions were about personal information about teachers and their principals. 25 of the questions were about school principals' communication competencies.

Data Analysis

The data of this research were made using the inductive analysis technique. The analyses were carried out manually in line with the scope of the research and the resources available to the researcher. In this research, the data stored as the sound recording was first transcribed completely. Considering that there may be deficiencies/errors in the dump of the data, help from a field expert was received and it was ensured that voice records and interview transcripts were compared. After the necessary arrangements were made in the interview transcripts, the records were transferred to the detailed semi-structured interview form and indexed in line with the questions for research purposes. The indexes of each interview breakdown were transferred to the descriptive data index and the encodings were

performed on this index. After this process, the data were read several times and grouped under research purposes. The grouped interviews are coded using the terminology of the relevant discipline. While obtaining this code list, collaboration was made with a specialist and the resulting codes were defined together. Based on the codes created, themes were created. In order to test the codes and themes created, a field specialist is provided to create codes on unfilled descriptive data indices and combine them around specific themes. The codes and themes created were compared with the ones created by the researcher, and it was re-presented to the expert opinion as agreed upon and tested for the second time. During this process, the themes and the resulting codes were read by this expert and his opinions were received. In addition, the emerging themes were evaluated independently by three experts. Consistency between codes and themes is ensured according to the expert opinions received. The data were first interpreted as a whole and then reinterpreted based on certain variables such as gender, school type, degree of graduation, and level of study. The data obtained within the framework of the codes determined afterward were classified into the codes related to each sub-problem of the research. The findings of the research are presented to the reader under the titles in line with the research objectives, within the scope of the themes created and the related sub-themes (Table 1).

Table 1
Themes and Sub Themes

THEMES	Sub Themes
Oral communication competencies	Language use in oral communication
	The style of verbal communication
	Ways of addressing in oral communication
Nonverbal communication competences	Body language
Written communication competences	Contents of written communication
	Written communication channels
Visual communication competencies	Visual use in the school building
	Visual use in the media
	Visual use in the principle's room

Findings

The findings of the research were obtained by getting the opinions of the teachers about the competencies of the school principals they work with regarding organizational communication processes. Findings are presented within the scope of the research's sub-problems and emerging themes.

Oral Communication Competencies of School Principals

Teachers' views on verbal communication are shaped around the use of language in verbal communication, the style of verbal communication and forms of addressing.

Language Use of School Principals in Verbal Communication

The evaluations of teachers regarding the way the principals use the language during the oral communication process are given in Table 2.

Table 2
Language Use in Verbal Communication

Competencies	Problems
Speaking Turkish properly / clearly	Speaking with a marked accent
Choosing the right word	Quick speech

As stated in Table 3, teachers considered speaking the language properly/clearly and the ability of using the correct words as competencies, while they considered negatively about principals' speaking with a marked accent and speedy speech of school principals in terms of language use.

"... he is both polite and uses a clear and plain language, does not make much talk crowd, pays strict attention to word selection and style, is extremely polite and open to communication." (Primary School Drama Teacher, M., L., P.S.)

"... But he has a rough way of talking, he has a local marked accent Diction or something is not smooth. He has a rough speech..." (Secondary School English Teacher, F., L., S.S.)

"... He talks fast because he wants to say something now, but; sometimes, you don't understand what he gets angry with because he speaks fast" (Kindergarten Teacher, F., L., S.S.)

Oral Communication Styles of School Principals

Findings related to teachers 'opinions about the principals' styles in the verbal communication process are presented in Table 3.

Table 3
The Style of Oral Communication

Competencies	Problems
Politeness	Using imperative
Not being offending	Toughness
	Being sarcastic

As can be seen in Table 3, while teachers talk about competencies such as politeness and not being offensive regarding the style of verbal communication established by school principals; they evaluated the order sentences, stiffness, and sarcastic speeches as problem areas.

"Polite. When something needs to be done, the principal tells teachers if there is such a thing or needs to be done, he doesn't say you will." (Secondary School Religious Culture Teacher, F., M.D., S.S.)

"There is an inadequate and dominating communication style. As I said, he has an attitude as I command you and you have to do it." (Secondary School English Teacher, F., L., S.S.)

"... When something happened in the meetings, something that he did not want, he was speaking sarcastically by implication. He can say it clearly." (High School Music Teacher, M., M.D., S.S.)

Ways of Addresses Used by School Principals in Verbal Communication

The opinions of teachers about the way of addressing school principals used in verbal communication are shown in Table 4.

Table 4
Ways of Address

Competencies	Problems
Calling by name	Calling by name
My son/daughter	My son/daughter
Mr/Mrs	Mr/Mrs
Teacher	Teacher

As shown in Table 4, the way of addressing teachers find positive and negative is the same. A teacher may find a way of addressing negative while another teacher finds positive. Also, when the statements of these teachers were examined, it was found that; the teachers working in public schools and addressed with the terms such as my son /daughter often state this situation inappropriate and state that they prefer to be addressed in a more formal way. When asked whether they would prefer a different

form of addressing, the teachers stated that they would not prefer a form of addressing other than formal addresses. A teacher expressed the discomfort he felt about addressing him as follows:

"... I would have preferred to have a lady at the end of my name. After all, we are in an official institution, not an individual home environment, but a friend environment, after all, you have to feel like you are a teacher in this institution. " (Kindergarten Teacher, F., L., S.S.).

On the other hand, all of the teachers who work in a private school and are addressed with their name or with the phrase like my son/daughter state that this situation is appropriate and state that they do not feel any discomfort. Some of these teachers even underlined that addressing him in this way makes him feel more intimate with the principle. When a teacher who was addressed by his principal saying "my son" asked whether this addressing was appropriate, he answered:

"Yes, I find it appropriate because it is very sincere and sincere." (Elementary School Drama Teacher M., L., P.S.)

From this point of view, it can be said that while teachers working in public schools mostly expect their principals to address them formally, teachers working in private schools are pleased with the reflection of the sincerity between them and the principal and are not uncomfortable with being addressed in informal ways.

Nonverbal Communication Competencies of School Principals

The opinions of teachers about the non-verbal communication skills of school principals are mostly shaped around the theme of body language.

School Principals' Use of Body Language

Teachers 'views on non-verbal communication skills shaped around school principals' use of body language are shown in Table 5.

Table 5

Body Language in Nonverbal Communication

Competencies	Problems
Being able to use hand / arm movements effectively. Ability to use the tone effectively Physical contact (throwing the hand on the shoulder, touching the shoulder, etc.)	Overuse of hand / arm movements Very loud (shouting) and very low tone

As can be seen in Table 5, teachers made comments about the ability of school principals to use their hand and arm movements and voice tone effectively, and the physical contact they established regarding their body language usage competencies. The striking point here is that the use of hand and arm movements is evaluated positively and it is stated that applying this too much is distracting. Another point is that the tone used appropriately makes communication effective for teachers, while the very high or very low tone affects the communication completely negatively. Finally, in line with the information received from the teachers, it was revealed that none of the teachers felt uncomfortable with the physical contact form established by the school principals, and even this contact had positive feelings.

"I like it very much at that moment, even if I do a job that I do with 10 speeds, it increases to 20 speeds, my inner motivation increases with this contact definitely. I like that style that he trusts me because if the school is a team and he takes the lead if we don't do anything, he will not be successful." (Biology Teacher, M., L., S.S.).

Another teacher answered a question about whether the school principal used fearful attitudes in the tone of the school principal.

"He speaks loudly sometimes. So, his tone of voice is a little bit of a big screen. " (High School Mathematics Teacher, F., M.D., S.S.)

In addition, the physical contact forms of the principals related to nonverbal communication skills with teachers and the feelings of this contact in teachers are presented in Table 6.

Table 6
How School Principals Establish Physical Contact and Feelings

Ways of bodily contact	Feelings
Putting the hand on the shoulder	Feeling of fatherhood
Patching back	Feels of sincerity
Touching the back	Feeling motivation
Shaking Hands	Feeling Approved
Touching the shoulder	Feeling of love
Getting into arm	Feeling of confidence

As can be seen in Table 6, teachers have very positive results from the school principals' physical contact with them.

Written Communication Competencies of School Principals

Teachers' opinions about school administrators' written communication competencies were gathered under two themes: the content of written communication and written communication channels.

Content of Written Communication Established by School Principals

The opinions of teachers about the content of written communication established by school principals are presented in Table 7.

Table 7
Content of Written Communication

Competencies	Problems
Openness / Clarity	
Choosing the appropriate words	Sending official documents without explanation
Proper style	

As can be seen in Table 7, teachers evaluated their views on the content of the written communication established by the school principals within the scope of their competencies and problem areas. Teachers' written communication skills of the principals who personally communicate with them were evaluated positively.

"It is convenient; he always starts by saying that my dear teachers, he is open and quite open."
(Secondary School English Teacher, F., L., P.S.).

However, a teacher stated that while the school principal was informing about the instructions coming from the upper units, the principal communicated in writing and sent messages to the concerned people without adding the principal's own comments or expressions about the situation/situations and the teacher disturbed by this.

"... and he's doing a little cheating like this. For example, if what he will convey a document to us came from District National Education, he copies and pastes it ... he does not reveal his own style..." (Biology Teacher, M, L., S.S.).

While teachers characterize points such as openness/ clarity, appropriate word choice, and appropriate style in written communication as positive, they think that the official letters sent without any explanation use the school principals as a way to hide their own style.

Written Communication Channels Used by School Principals

When the opinions of the teachers about the written communication channels used by the school principals were examined, it was revealed that the school principals sent their announcements and official documents directly on paper as well as via e-mails, WhatsApp application messages, and boards in the school. Teachers' views on the use of these channels are presented in Table 8.

Table 8

Written Communication Channels

Competencies	Problems
Using mobile phone applications	Sending messages via mediators (secretary, sub-principle etc.) Messages sending from mobile phone applications

In Table 8, it was examined that teachers' perception as competence is that the principals communicate in person via mobile phone applications such as WhatsApp. A teacher positively assessed the principal's use of technology in written communication and explained his views as follows:

"Thus, principals from his generation can say which one is WhatsApp, he can answer via WhatsApp..." (Kindergarten Teacher, F., L., P.S.)

It can be explained by the fact that the principles concentrate so much on using the Whatsapp application that it is a very practical and fast way in today's technological conditions and that many people can be reached at the same time. However, the teachers stated that in the WhatsApp application, if the number of messages sent to the group is high, the important messages by principal could be overlooked.

"... Now the WhatsApp group is a bit more active, so a message from WhatsApp can be left behind too. I would find it more effective if it was more e-mail-based work. But that kind of work also stresses people more. I have to do everything, everything is official, everything is paperwork." (Secondary School Religious Culture Teacher, F., M.D., S.S.)

However, it can be seen that the way some written communication channels are used can be perceived negatively. In the interviews, it was observed that some school principals did not contact in person personally, but in writing, through the secretary or assistant principal, and this could be perceived as a failure by teachers.

"I wish he would use when he had to use written communication, I do not prefer that secretary involves written communication." (Elementary School Music Teacher, M., M.D., P.S.)

Visual Communication Competencies of School Principals

Teachers' opinions about the school administrators' visual communication competencies are shaped around the visuals in the school building, visuals in the media and visuals in the principal's room.

Visual Usage in School Building

The opinions of teachers about the visual use of school principals in the school building are shown in Table 9.

Table 9

Visual Usage in School Building

Competencies	Problems
Making effective use of images (student activities, posters and posters etc.)	No visual use

As shown in Table 9, teachers find the use of images positive in the school building. A teacher replied to the question of how the visuals used in the school feel like:

"I like it very well, it's beautiful because it is my school, I spend more time in school than my house, I feel happier because it is taken care of there." (Biology Teacher, M., L., S.S.)

On the other hand, a teacher who never used a visual in his school expressed her thoughts on this matter as follows:

"... When I enter the school, I speak for my own school; such a cold climate is coming, so it gives no idea of what is done inside it. When you come to school, you will have no idea about students, what they have done, and what is the current agenda of school, because boards and walls reflect nothing." (Kindergarten Teacher, F., L., S.S.)

Some of the teachers stated that their principals did not use any visuals at school and did not assign the teachers to arrange boards, and left the boards completely to the initiative of the teachers. Some teachers, on the other hand, stated that although they are not directly involved in the visual use process at school, they assign teachers to prepare boards and most of them control this process and try to ensure that the boards are not empty. Some teachers stated that their principal personally edited the visuals in the school.

Visual Use in Media

Some teachers answered questions about whether the school was promoted visually on social media or not, and some teachers shared images about the presentation of the school from social media. Moreover, other teachers stated that their principals do not use their social media accounts themselves; they assign teachers or boards they choose for their use. Some teachers said that their principals did not share anything on social media, and stated that their principals were used instead of local press for the promotion of their schools. Teachers 'views of school principals' sharing in the media are shown in Table 10:

Table 10
Visuals in the Media

Competencies	Problems
Appropriateness of the visuals in the social media to the interests of the students	Not benefiting from the social media
Using social media effectively	Not using technology
Using the local press	Not using the local press

As shown in Table 10, teachers described visual sharing in the media as positive. When the opinions received from teachers were examined according to the type of school studied, it was seen that principals working in private schools mostly used social media for the promotion of activities held in the school, but school principals working in public schools did not benefit from social media. The reasons for this may be the fact that private schools have commercial dimensions, they have the idea of coming to the forefront with other private schools, and there is no such concern for public schools. When teachers' opinions about whether the images used in social media and school are sufficient or not, it is seen that although the principals working in private schools use more visuals, teachers find them inadequate, and in public schools, teachers find this use sufficient despite less visual use.

"... different ideas, different projects, different things can emerge from day today. Therefore, in order to develop ourselves in terms of a little more technological meaning, to make a difference to our competitors, we need to develop a little more. " (Primary School Drama Teacher, M., L., P.S.)

"So social media alone is not enough. We use the same materials used by our other competitors on social media. We have no difference from them. Sharing is made at regular intervals but is it not possible to promote the school only through social media ... " (Social Studies Teacher, F., M.D., P.S.)

"I think it's enough, so when we look at other public schools, most don't have that. There are no outsiders anyway; there are children from the village. " (Turkish Teacher, M., M.D., S.S.)

"I mean, I think we don't need to be promoted because our school is a public school." (Kindergarten Teacher, F., M.D., S.S.)

Images Used in the Principle's Room

When teachers were asked to describe the principals' rooms, some teachers stated that the principals' room was classic and plain, and there was no visual belonging to the principle except the fixtures. Also, the evaluations of the school principals, who have various visuals in their rooms, and the teachers who gave their views on the impression of these images are presented in Table 11.

Table 11

Images in the Principle's Room

Competencies	Problems
Including handmade paintings and ornaments. Comfortable environment Including books/bookshelves	Plaque, medal etc. objects in the foreground Presence of the camera display screen
Plaque, medal etc. placing objects in the background	

As seen in Table 11, teachers stated that they preferred to use handmade ornaments and libraries in the principle rooms, to be comfortable with the environment and to use plaque or medal-style objects in the background. The teachers stated that the fact that there are handmade paintings in the rooms of their principals and the objects reflecting the pleasures of their principals turned the room into a warm and inviting environment.

"Her room has very warm air. There are pictures of these framed pictures that children made and gifted to him. There are plants. Apart from that, there are many books about education and there are children's books. There are many books that he can share with us. As I said, it is not a classic and cold principal room, but a part of the school devoted to her. Again, I think there is an arrangement here that there is no hierarchy. As I said, that room is not a protocol thing, I can say that it is an inviting room where transportation can be easily entered and exited. " (Kindergarten Teacher, F., M.D., P.S.)

And also; The fact that plaque or medal-style objects are in the foreground in the principle rooms and the presence of camera viewing screens in the principle rooms were evaluated negatively by the teachers.

"He has a portrait of Atatürk, he has flowers. They have plaques, but they are in the background because our principle doesn't like to brag about them. It doesn't stand out immediately. " (Elementary School Drama Teacher, M., L., P.S.).

"... Camera imaging is already in his room because his nickname is radar, so he has camera images..." (Class Teacher, F., L., S.S.)

Conclusions and Recommendations

The subject of organizational communication is not new in academic studies in the field. Still, it has recently gained new importance because it has been recognized that organizational communication is more than just the principals' effective speeches and good interpersonal communication skills (Baker, 2002: 2). From this point of view, in this study, the topic of organizational communication is handled from a broad framework such as verbal, non-verbal, written, and visual communication competencies along with the communication approaches of school principals. The competencies of the school principals in the mentioned areas were evaluated in a way that could reveal their expectations based on the opinions of the teachers. The results of the study are presented below in the order followed for the purposes of the research.

Conclusions

Results regarding the oral communication competencies of school principals were collected under themes as language use in verbal communication, the style of verbal communication and forms of addressing are collected. While the suitability and comprehensiveness of the language used by school principals during verbal communication with Turkish and the right word choice were described as competencies, the school administrators' accent and quick speeches emerged as current problem areas. Since goal-oriented behaviors occur through communication, the better the clarity of the messages used in communication, the higher the chances of progress in the school principal's goal-oriented activities (Hoy and Miskel, 2015: 358). From this point of view, it can be said that the language used in creating the message has a large share in the comprehensibility of the message, which is one of the main elements of communication.

In addition, according to result of the competencies of school principals towards their verbal communication styles; being polite and not hurtful evaluated as a competency while using the language including imperative sentences, stiffness and sarcastic words were found negative by

teachers. One of the important ways of establishing an open communication network is that school administrators who tend to give instructions constantly develop their skills of effective listening and guidance instead (Rowick, 1999: 4). When school principals assume the duty of guidance against teachers, it is thought that the verbal communication elements that are evaluated negatively by teachers will disappear since the perception of superiority will decrease in the principals who see themselves as a guide and there will be a desire to provide positive guidance in the communication process. Furthermore, school principals' empathic listening, giving feedback and reassuring skills make their communication more effective (Yılmaz, 2015). On the other hand, the fact that school principals always want to speak themselves and tend to command instead of listening to the other person reduces the effectiveness of organizational communication. In this context, harsh and imperative approaches in the communication styles of school principals will harm the communication process in the school. Similarly, teachers stated that they find this kind of approach of school principals fearful and unethical. Yıldırım (2014: 15-16) states that the fear and other emotional situations people experience make it difficult to perceive the messages transmitted during communication and this negatively affects the communication process. Also, because fearful communication has a disturbing effect on people, people who are exposed to it may start to refuse communication to get rid of this discomfort (Kağıtçıbaşı and Cemalcılar, 2015: 201).

The results of the research on the forms of school principals address teachers have been determined that the way school principals address teachers is my teacher, Mrs / Mr, daughter/son, or addressing by name. While all the mentioned forms of appeal were perceived as competence by some teachers, they were found uncomfortable by some teachers. The findings of the research showed that the teachers who evaluate informal forms of address as a competency are teachers working in private schools and that teachers working in public schools are uncomfortable with these forms of address. This result can be considered as an indicator that teachers' expectations about the communication process of school principals are affected by the school's climate and structural characteristics. As bureaucracy is felt more intensely in public schools, teachers' communication expectations are shaped in accordance with a more formal organizational climate.

According to the results of school principals' non-verbal communication competencies, teachers' opinions are shaped around the theme of body language. The teachers evaluated the principals' effective use of their tones and hand/arm movements and establishing physical contact (throwing the shoulders, touching the shoulders, etc.) as competencies. On the other hand, it was determined that the teachers were uncomfortable with the high (yelling) and a very low tone of speech and the excessive use of hand/arm movements. These approaches of school principals who use a high tone of voice, which can also be defined as shouting during communication, can be described by teachers as unethical and fearful attitudes. The concept of ethics is very important in organizational communication, because unethical behaviors affect only a few personality groups in interpersonal communication, while these unethical behaviors and messages affect an entire organization in organizational communication (Eyidoğan, 2013: 152). Additionally, an unethical organizational communication behavior puts personal interests in the foreground while suppressing the actual meanings of the organizational messages conveyed which causes personal interests to be pursued instead of the organization (Zalabak, 2015: 121). It was also concluded that the physical contact forms established by the school principals took the form of throwing hands on the shoulders, patching the back, touching the back, shaking hands, touching the shoulders and entering the arm, and these created a sense of paternity, sincerity, motivation, approval, love, and trust in teachers, respectively. Lasater (2016: 22) stated that school principals could communicate using only appropriate body language without using words. This situation highlights how vital nonverbal messages are for the whole communication process. Nonverbal messages can enable people to communicate with their bodies and voices, and these messages are very crucial in the interpretation of current feelings and attitudes (Goldhaber, 1986: 218).

When the results of school principals regarding written communication competencies are analyzed, it is seen that teachers' opinions are gathered around the content of written communication and written communication channels. While openness, clarity, selection of an appropriate word, and style are competencies of school principals in terms of written communication skills, sending official documents without explanation was described as a problem area. Teachers think that school principals use official letters sent without explanation as a way to hide their style. At this point, the care that

school principals will show regarding the content of written communication will change this perception of teachers. It is thought that it will be more effective for teachers to make the necessary requests and / or explanations in their subjective style while conveying the application requests from higher positions. Regarding the written communication channels, the teachers prefer the principal to establish written communication with them; however, it was determined that they had various problems due to messages sent to the groups through intermediaries (secretary, assistant principle, etc.) or from mobile phone applications.

Results of school principals regarding visual communication competencies; the visibility of the school building is shaped around the visibility of the media, the visibility of the principal room, and the clothing style themes of the principal. The effective use of visuals such as student activities, posters, and posters in the school building, assigning teachers about the visuals and monitoring the process, and school principals taking part in organizing the visuals are considered as the competencies of the school principals. However, the absence of a visual distribution in the school building and the absence of distribution of duties related to the arrangement of the images appeared as current problems. Visual communicators can reach a wider audience by conveying the message they aim to convey to the target audience in a quite short time with the help of the visuals they use (Gülrenk, 2015: 8). In the related literature, it is stated that the design of buildings, rooms and corridors has a significant effect on increasing or decreasing the interaction of people (Goldhaber, 1986: 218). In this context, in addition to the verbal expression of information and warnings for students, reinforcing them through visuals in the school environment will enable them to internalize these messages more.

As regards the visual use of the school in the media, the principals' qualifications were evaluated by school principals to use visuals in social media in accordance with the interests of the students, to use social media effectively, and to provide images related to the school in the local press. However, the fact that school principals do not benefit from social media, technology, and local press are considered as current deficiencies. When the opinions received from the teachers were examined according to the type of school they were studied, it was seen that principals working in private schools mostly used social media effectively for the promotion of school activities, but school principals working in public schools did not benefit from social media. The reasons for this are that private schools have commercial dimensions, they think to stand out in competition with other private schools, on the other hand, there is no concern of being preferred in public schools.

Regarding the visual use of school principals in their rooms; applications such as the comfort of the environment, the guest seats being close to their own seats, the seating areas feel a sense of equality, examples of the students' activities, the use of handmade ornaments and libraries, and the use of plaque or medal-style objects in the background are qualifications. In addition, the desks of school principals are large enough to make communication difficult; guest seats are relatively uncomfortable to the director's chair, plaques/medals, etc. It has been determined that the use of objects in the foreground and the presence of a camera viewing screen in their rooms are perceived by teachers as a problem area. Places have an effect on encouraging people to interact. While spaces convey inviting meanings such as "welcome" and "hello", they can also convey meanings such as "stay away", "don't come in". (Goldhaber, 1986: 212). Considering that the area where teachers mostly communicate with the school principal is the principal's room, it can be said that it is essential for the school principals to consider the messages they will convey to the other person while arranging this area. (Güngör: 2016: 45). It has also been seen that visual communication elements are used in shaping and displaying the power relations of people over time; an example of this is the construction of spatial designs with regard to social classification. The fact that school principals have objects such as plaques in their rooms may be due to their desire to create a strong image based on their own achievements. Likewise, it is thought that the camera viewing screens in their rooms may cause some concerns in some teachers that they are not trusted; therefore, watched.

School principals' attitudes towards the communication process and their behavior during this process are one of the most critical factors that directly affect the effectiveness of the school's organizational communication (Aziz and Dicle, 2017: 132). Findings obtained from the study show that school principals have different approaches in the communication process, but one reason for this difference may be that teachers have different expectations. Each teacher has different expectations from the school principal and communication networks with the subjectivity of having a different thinking system and socio-cultural background. If the proper and effective communication established by the

school principal is perceived positively by teachers, this will be very effective in raising teachers' morale in their daily work, reaching organizational goals and increasing the quality of education (Sağbaşı, 2013: 150). Studies show that; As school principals 'social communication skills and approaches in the communication process become effective, teachers' motivation increases and approaches in the communication process are significant for people to develop trust in each other (Doğan and Koçak, 2014: 204; Kodish, 2017: 350).

Suggestions

In this part of the study where the competencies of school principals were about organizational communication processes are tried to be determined, suggestions developed for the practitioners and advanced researches can be made based on the results obtained from the study. While evaluating the results of this research, it is important to take into account its limitations. This study is limited to the data obtained from the teachers working in public and private schools, which were obtained through interviews.

The results of the research regarding the competencies of school principals about communication approaches have revealed that school principals can display threatening and tense approaches, especially in order to ensure that teachers perform the assigned tasks. The results are an indication that some principals use coercive power in management, and the situation may cause communication with teachers outside ethical limits. For this reason, informing/educating school principals about the power sources they can use to gain influence may contribute to solving this communication problem.

The results of school principals regarding verbal communication competencies, those school principals have problems with their diction, that their speech may sometimes include bluntness, insult, or insignificant expressions, they may prefer informative sentences and sarcastic styles instead of requesting sentences and make speeches in front of the masses. Also showed that they could not effectively convey the messages they wanted to give. In addition, regarding the non-verbal communication competencies, it was observed that they had problems in using body language and tones effectively. Regarding written communication, it was observed that teachers' behaviors, such as communicating through intermediaries and transmitting official documents as they come without explanation cause discomfort in teachers. When the visual communication competencies of the school principals are analyzed, it is obtained that the school principals do not have the necessary competencies to use the images effectively in their rooms, in the school or in the media. When all these problems are evaluated in general, it is clear that school principals need training in communication types and forms. Considering that all the processes in the school are carried out through communication, it is imperative to design this training as a program that must be completed as a prerequisite before starting the management process. In addition, school principals should take care to ensure that all venues and media use in the school are visually effective, taking into account the increasing influence of visual communication, and lead the arrangement and proper use of the visual. In order to achieve this, the Ministry of National Education can set certain standards for the visual use of schools, and inter-school competitions can be organized for this so that school principals can pay more attention to the visuality both in the school and in the media.

Based on the results obtained from this research, it was thought that more detailed research should be conducted regarding the forms of addressing that have not been included in the literature regarding the oral communication skills of the principals. Further, it was seen that there were not enough and depth resources in the literature review conducted for the expectations of teachers from the written communication process. This gap in the literature can be filled with further research on the subject. The subject of visual communication is considered as a single dimension in the studies to be conducted and it is thought that patterning the studies that can serve as a guide for the practitioners can contribute significantly to the literature.

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Genişletilmiş Özet

Giriş

Bu araştırmada okul müdürlerinin örgütsel iletişim süreçlerine ilişkin yeterliklerinin belirlenmesi amaçlanmıştır. Bu genel amaç doğrultusunda öğretmenlerin, okul müdürlerinin sözlü, sözsüz, yazılı ve görsel iletişim yeterliklerine ilişkin görüşlerinin nasıl olduğu sorusuna yanıt aranmıştır. Örgütsel iletişim becerisi genel olarak; bir örgütte hangi bilgilerin, hangi yöntemler kullanılarak, hangi üslupla ve hangi ortamda iletilmesi gerektiğinin uygun olacağını bilebilme becerisidir. Okul yöneticilerinin örgütsel iletişim konusunda sahip olacakları farkındalık; okullarda sevgi, hoşgörü ve anlayış üzerine kurulu bir kültür sağlamanın yanında, eğitim ile ilgili süreçlerin gerçekleştirilmesinde ve karşılaşılan sorunların çözümünde örgüt üyelerine önemli fırsatlar sunabilecektir (Batmaz, 2004). İletişimin nitelikli bir örgütsel yapılanmanın devamı için taşıdığı bu önem, okul yöneticilerinin etkili iletişim becerilerine yönelik farkındalığa sahip olmalarını ve bunları doğru şekilde kullanabilmelerini gerektirmektedir.

Okul yöneticilerinin iletişim süreçlerine ilişkin yeterliklerini çeşitli boyutları açısından belirleyebilmek amacıyla desenlenmiş olan bu çalışma, okul yöneticilerinin sahip oldukları iletişim becerilerinin okulların gereksinimlerine uygunluğunu ve mevcut sorunları tartışmaya olanak vermesi bakımından

önem taşımaktadır. Çalışmadan elde edilecek sonuçlar, yöneticilerin okullardaki iletişim süreçlerine yönelik geliştirmeleri gereken durumların belirlenmesine yardımcı olabileceği düşünülmüştür. Çalışmanın verilerinin öğretmenlerden toplanacak olmasının, öğretmenlerin yönetici iletişiminden beklentilerinin ortaya konmasına da katkı sağlayabilecektir. Bu yönüyle çalışmanın okul yöneticilerinin iletişim süreçlerine yönelik yapacakları düzenlemeler için bir rehber işlevi görebilmesi hedeflenmiştir. Okullardaki iletişim süreci alan yazında pek çok farklı çalışmaya konu olmuştur. Yapılan çalışmalarda, yöneticilerin iletişim becerilerini belirlemeye yönelik araştırmalar yanında (Çınar, 2010; Kösterelioğlu ve Argon, 2010; Rowick, 1999; Yılmaz, 2015), iletişimin öğretmen motivasyonu (Doğan ve Koçak, 2014; Özgan ve Aslan, 2008), tükenmişlik ve bağlılık (Tulunay, 2010), örgütsel özdeşleşme (Yetim, 2010), örgütsel vatandaşlık (Yıldırım, 2014), örgütsel öğrenme (Okkalı, 2008) ve örgütsel değerler (Fidan ve Küçükali, 2014) gibi değişkenler ile ilişkileri araştırılmıştır. Çoğunlukla önceden hazırlanmış ölçme araçları ile nicel olarak desenlenen bu çalışmalarda iletişim türleri sınıflandırılırken de sözlü, sözsüz ve yazılı olmak üzere üç başlık altında ele alınmıştır (Bozkurt, 2010; Çulha, 2008; Okkalı, 2008; Orhan, 2008; Salman, 2017). Bu çalışmada alan yazında sözü edilen iletişim türlerine görece olarak yeni yer bulan görsel iletişim konusu da kapsama dahil edilmiştir.

Yöntem

Bu çalışmada nitel araştırma yaklaşımlarından değerlendirici durum çalışması kullanılmıştır. Araştırmanın verileri 2018-2019 öğretim yılında, Türkiye'nin farklı bölgelerinde, farklı okul türlerinde ve kademelerinde görev yapan öğretmenlerden toplanmıştır. Araştırma verileri bu araştırma kapsamında hazırlanan yarı yapılandırılmış sorular çerçevesinde şekillenen birebir görüşmelerle toplanmıştır. Veriler özel ve devlet okullarında görev yapan 40 öğretmenden toplanmıştır. Veriler tümevarım analizi tekniği kullanılarak analiz edilmiştir. Ses kaydı olarak depolanan veriler öncelikle eksiksiz bir şekilde yazıya geçirilmiştir. Verilerin dökümünde eksiklikler/hatalar olabileceği göz önünde bulundurularak, bir alan uzmanından yardım alınmış ve ses kayıtları ile görüşme dökümlerinin karşılaştırılması sağlanmıştır. Görüşme dökümlerinde gerekli düzenlemelerin yapılmasının ardından, kayıtlar ayrıntılı yarı yapılandırılmış görüşme formuna aktarılarak araştırma amaçlarına yönelik sorular doğrultusunda indekslenmiştir. Her bir görüşme dökümüne ait indeksler, betimsel veri indeksine aktarılmış ve kodlamalar bu indeks üzerinde gerçekleştirilmiştir. Bu sürecin ardından veriler, araştırma amaçlarının altında gruplandırılmıştır. Gruplandırılan görüşmeler ilgili disiplinin terminolojisi kullanılarak kodlanmıştır. Bu kod listesi elde edilirken uzman bir kişi ile birlikte ortak çalışma yapılmış, ortaya çıkan kodlar birlikte tanımlanmıştır. Oluşturulan kodlardan yola çıkarak temalar oluşturulmuştur. Oluşturulan kodların ve temaların test edilmesi için bir alan uzmanının doldurulmamış betimsel veri indeksleri üzerinde kodlar oluşturması ve bunları belirli temalar etrafında birleştirmesi sağlanmıştır. Oluşturulan kod ve temalar, araştırmacının oluşturdukları ile karşılaştırılmış ve üzerinde uzlaşıya varıldığı şekliyle tekrar uzman görüşüne sunularak ikinci kez test edilmesi sağlanmış ve son şekli verilmiştir. Araştırma bulguları, araştırma amaçları doğrultusundaki başlıklar altında, oluşturulan temalar ve bunlarla ilişkili alt başlıklar olacak şekilde okuyucuya sunulmuştur. Bu süreçte temalar ve ortaya çıkan kodlar bu uzman tarafından okunarak kendisinin görüşleri alınmıştır. Ayrıca ortaya çıkan temalar bağımsız üç uzman tarafından okunarak kendilerinden uzman görüşü alınmıştır. Alınan uzman görüşleri de değerlendirmeye alınarak, kodlar arasındaki tutarlılık sağlanmıştır. Veriler öncelikle bütün olarak yorumlanmış sonrasında, cinsiyet, okul türü, mezuniyet derecesi ve çalışılan kademe gibi belirli değişkenler baz alınarak tekrar yorumlanmıştır. Sonrasında belirlenen kodlar çerçevesinde elde edilen veriler araştırmanın her bir alt problemiyle ilgili kodlar sınıflandırılmış ve kullanılan ifadelerin açıklığı tekrar kontrol edilmiştir. Yapılan analizler sonucunda öğretmenlerin okul müdürlerinin iletişim sürecindeki yaklaşımlarına yönelik görüşleri incelendiğinde, müdürlerin birtakım yeterliklere sahip oldukları gibi, öğretmenlere rahatsızlık veren yaklaşımlara da sahip oldukları görülmüştür.

Bulgular ve Tartışma

Araştırma bulgularına göre sözlü iletişim alanında sözlü iletişimde dil kullanımı, sözlü iletişimin üslubu ve hitap şekilleri öne çıkan temalar olmuştur. Sözsüz iletişimde; vücut dili, yazılı iletişimde; yazılı iletişimin içeriği ve yazılı iletişim kanalları ve görsel iletişimde; okul binasında görsel kullanımı, medyada görsel kullanımı ve okul müdürünün odasında görsel kullanımı alanları alt temalar olarak belirmiştir. Sözlü iletişimde dil kullanımında; Türkçeyi düzgün ve net konuşmak ve doğru kelimeyi

seçimi yeterlikler olarak değerlendirilirken, şiveli ve çok hızlı konuşmak problem alanları olarak ortaya çıkmıştır. Sözlü iletişim sürecinde üslupta, kibarlık ve kırıncı olmama yeterlik olarak, emir cümleleri kullanmak, kabalık ve eleştirel olmak problem alanları olarak belirlenmiştir. Hitap şekilleri ile ilgili olarak ise doğrudan isim ile hitap etme yanında kızım/oğlum, bay/bayan ve öğretmenim şeklinde hitap türleri bulunduğu ve bunların tümünün hem yeterlik hem de problem alanları olarak değerlendirildiği bulgulanmıştır. Araştırmaya katılan özel okul öğretmenlerinin resmi olmayan hitap şekillerini müdürlerin iletişim yeterliği olarak değerlendirdikleri; devlet okullarında çalışan öğretmenlerin ise bu hitap şekillerini tercih etmedikleri, kendilerine resmi ifadeler kullanılarak (hanım/bey vb.) seslenilmesini tercih ettikleri görülmüştür. Sözsüz iletişimde, vücut dili kullanımında; el ve kol hareketlerinin etkili kullanımı, tonlamanın etkili olması ve fiziksel temas yeterlik alanları olarak değerlendirilirken, el ve kol hareketlerinin aşırı kullanımı ile çok yüksek ve düşük ses tonu problem alanları olarak görülmüştür. Yazılı iletişimde, yazılı iletişimin içeriği ile ilgili olarak açıklık, doğru kelime seçimi ve uygun üslup yeterlikler, resmi evrakları içeriğe dair ek açıklamalar yapmadan geldiği şekli ile yönlendirerek iletme ise problem alanı olarak tanımlanmıştır. Yazılı iletişim kanallarında, cep telefonu uygulamalarının kullanımı öğretmenler tarafından hem yeterlik hem problem olarak değerlendirilirken, sekreter vb. araçlarla mesajlar gönderilmesi problem alanı olarak ortaya çıkmıştır. Görsel iletişimde, okul binasında görsel kullanımı ile ilgili olarak, görsellerin etkili kullanılması bir yeterlik olarak değerlendirilirken, okul binasında görsellere yer verilmemesi bir problem alanı olarak değerlendirilmiştir. Medyada görsel kullanımında, öğrencilerin ilgi alanları ile ilgili sosyal medyada uygun görsel paylaşımı, sosyal medyanın etkili kullanılması ve yerel basının kullanılması yeterlik alanları olarak değerlendirilmiştir. Öte yandan sosyal medyadan faydalanmama, teknolojiyi ve yerel basını kullanmama birer problem alanı olarak belirlenmiştir. Müdür odasında görsel kullanımında ise, el yapımı süsleme ve tabloların olması, rahat bir ortam olması, kitap ve kütüphane içermesi, plaket, madalya gibi objelerin geri planda olması öğretmenler tarafından bir yeterlik alanı olarak tanımlanırken, müdür odasında kamera takip ekranının olması ve plaket, madalya gibi objelerin ön planda olması problem alanı olarak tanımlanmıştır. Araştırmadan elde edilen sonuçlara göre okul müdürlerinin iletişim süreçlerine ilişkin durumlar, öğretmenlerin beklenti ve gereksinimlerine göre değişiklik gösterebilmektedir.

Öneriler

Okul müdürlerinin örgütsel iletişim sürecine ilişkin yeterlikleri ile ilgili olarak öğretmenlerin dile getirdikleri sorunlar genel olarak değerlendirildiğinde, okul müdürlerinin iletişim türleri ve şekilleri konusunda eğitime gereksinimleri olduğu düşünülmüştür. Okuldaki tüm süreçlerin iletişim yoluyla gerçekleştirildiği göz önünde bulundurulduğunda, bu eğitimin yöneticilik sürecine başlamadan önce bir ön koşul olarak tamamlanması gereken bir program olarak tasarlanması bir zorunluluk olarak görülmektedir. Bunun yanında okul müdürleri, görsel iletişimin artan etkisini göz önünde bulundurarak okuldaki tüm mekânların ve medya kullanımının görsel anlamda etkili olmasına özen göstermeli ve görselliğin düzenlenmesi ve doğru şekilde kullanılmasına öncülük etmelidirler. Bunu sağlamak için Millî Eğitim Bakanlığı okulların görsel kullanımına yönelik belirli standartlar getirebilir, bununla ilgili okullar arası yarışmalar düzenlenerek okul müdürlerinin hem okul içindeki hem de medyadaki görselliği daha fazla önemsemesi sağlanabilir.

Bu araştırmadan elde edilen sonuçlardan hareketle, ileri araştırmalara dönük olarak ise, öncelikle okul müdürlerinin sözlü iletişim becerilerine ilişkin alan yazında yer bulmamış olan hitap şekilleri konusunda daha derinlemesine araştırmalar yapılması gerektiği düşünülmüştür. Ayrıca, öğretmenlerin yazılı iletişim sürecinden beklentilerine yönelik yapılan alan yazın taramasında, yeterli sayıda ve derinlikte kaynak olmadığı görülmüştür. Konu ile ilgili yapılacak ileri araştırmalarla alan yazındaki bu boşluk doldurulabilecektir. Görsel iletişim konusunun ise yapılacak araştırmalarda tek bir boyut olarak ele alınarak, uygulayıcılar için rehber oluşturabilecek nitelikte çalışmaların desenlemesinin, alan yazına önemli katkı sağlayabileceği düşünülmüştür.

* Bu makalede yazarların katkı oranları: Nazlı Sıla ÖNER %60, Tuğba HOŞGÖRÜR %40.