

## TEACHERS' VIEWS ABOUT THE COMMUNICATION BETWEEN SCHOOL PRINCIPAL AND TEACHERS<sup>1</sup>

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### **Abstract**

It can be argued that communication between the school principal and the teachers is an important factor for the relations between the stakeholders and the development of the schools and the quality of education. It can be said that many problems in schools are also associated with poor communication between the principal and the teachers. The main purpose of this study is to determine the opinions of teachers about communication between the school principal and teachers. Phenomenology pattern of qualitative research methods was used in the research. The study group consisted of twenty-five teachers. The study group was determined by the criterion sampling method of the purposeful sample used in qualitative researches. According to this, teachers who have at least ten years of teaching experience and who have completed their master's degree are included in the study group. Data were collected by semi-structured interviews. The data obtained from the research were analyzed by content analysis. As a result of the study, the factors originating from the principal affecting the communication between teachers and the principal, expectations of teachers from principals in teacher- principal communication, and the results of the effective communication between the principal and the teachers were determined.

**Keywords:** Communication Between School Principal and Teachers, Communication in School, Teachers' Views

### ***Okul Müdürü ile Öğretmenler Arasındaki İletişimle İlgili Öğretmen Görüşleri***

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### **Öz**

Okul müdürü ve öğretmenler arasındaki iletişimin paydaşlar arası ilişkiler, okulların gelişimi ve eğitimin kalitesi bakımından oldukça önemli bir etken olduğu iddia edilebilir. Okullarda yaşanan birçok sorunun da okul müdürü ve öğretmenler arasındaki iyi olmayan iletişimle ilişkili olduğu söylenebilir. Bu çalışmanın temel amacı, okul müdürü ile öğretmenler arasındaki iletişimle ilgili öğretmen görüşlerini belirlemektir. Araştırmada, nitel araştırma yöntemlerinden fenomenoloji deseni kullanılmıştır. Araştırmanın çalışma grubu yirmi beş öğretmenden oluşmaktadır. Çalışma grubu, nitel araştırmada kullanılan amaçlı örneklemin ölçüt örnekleme yöntemiyle belirlenmiştir. Buna göre en az on yıllık öğretmenlik deneyimi olan ve yüksek lisans eğitimini tamamlamış öğretmenler, çalışma grubuna dâhil edilmiştir. Veriler, yarı yapılandırılmış görüşmelerle toplanmıştır. Araştırmadan elde edilen veriler, içerik analiziyle çözümlenmiştir. Araştırmanın sonucu olarak öğretmenlerle okul müdürü arasındaki iletişimi etkileyen okul müdürü kaynaklı faktörler, öğretmen-okul müdürü iletişiminde öğretmenlerin okul müdürlerinden beklentileri, öğretmenlerle okul müdürü arasındaki etkili iletişimin sonuçları tespit edilmiştir.

**Anahtar Kelimeler:** Okul Müdürü-Öğretmenler Arası İletişim, Okulda İletişim, Öğretmen Görüşleri

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## Introduction

It can be said that communication, which can be defined as mutually transmitting emotions and thoughts, is an important power and an effective tool for people. Because communication provides people the opportunity to express and introduce themselves, to understand and recognize other people. It is also possible for people to interact with each other and learn how they are perceived by other people. To be able to talk about the existence of communication, the condition of reciprocity must be met. Gürüz & Temel-Eğİnli (2013) emphasized that it is also necessary to influence the other party in order for the communication to take place fully. Communication, which is a human-specific action, is the process by which the person in the sender status encodes a message, sends it to the target person or audience in the status of the receiver by a certain channel or vehicle, and receives feedback from the target person or audience (Usluata, 1995; Oskay, 1999). In this message exchange, the sender and receiver must meet in a common denominator, in a context. Communication occurs in a context. Context is defined as the environment in which a word or behavior develops and gives meaning to it (Küçük, 2012). If the context is not met, communication cannot take place. In the light of this information, it is understood that communication elements are sender, receiver, message, channel, feedback and context.

Communication is the Turkish equivalent of the word "communication" in French. The word "communication" is derived from the Latin word "communis", which means "partnership, socialization, togetherness, joint participation" (İnceođlu, 2004). TDK (2020) defined communication as "transferring emotions, thoughts or information to others in every conceivable way, communication, communication". According to Cücelođlu (2016), while communication is the exchange of meaning, Lasswell (2007) stated that communication is an action shaped around the questions of "who, with which channel and influence, to whom, what." Gürüz and Temel-Eğİnli (2013) define communication as an action to share information, feelings and thoughts, as well as to influence the behavior and attitudes of individuals or groups. According to Tutar and Yılmaz (2010), communication, which is an individual behavior, is also a phenomenon that provides peace in the society and regulates social life, a system that forms the basis of the society, a tool that ensures the regular functioning of the organizational and administrative structure, a technique that displays and affects individual behaviors, a compulsory science in terms of social processes and an art necessary for social harmony. Tanrıkulu (2002) underlines the effect of communication in social agreement and harmony by emphasizing that it is a basic process that ensures the harmony and interaction between individuals and organizations in the social system they are in and with other individuals and organizations in this system. Based on these views, it is possible to say that communication is a very important need for human beings, the basic indicator of human existence, the most effective means of self-expression, and one of the most effective solutions to their problems. It can also be stated from this information that the development of humanity is highly dependent on communication. Because communication offers human beings the

opportunity to record their feelings and thoughts, what they know and learn and transfer them to the next generations.

Communication is also a very important factor for organizations. The continuous growth of organizations, the complexity of their management, specialization and technological developments are the main factors that increase the importance of communication in organizations (Arslan & Arslan, 2003). The main purpose of organizational communication is to achieve organizational goals (Akıncı, 1998). Effective management in organizations depends on a good communication process (Atak, 2005). If there are communication problems in an organization, individuals or groups can be prevented from being active in the organization (George & Jones, 2012).

Organizational communication is the creation of horizontal and vertical channels that serve the transfer of information, data and understanding among all the bodies that make up the organization (Şimşek et al., 2008). The organizational communication process, which can be described as the exchange of messages between organizational elements, includes some key elements such as network, interdependence, relationship, environment, uncertainty and messages (Goldhaber, 1993). Organizational communication, which is closely linked with organizational structure and culture, can be used to analyze and reflect what is happening in the organization. Organizational communication can be explained not by individual successes, but by the communication skills that are common in the organization (Kowalski, Petersen and Fusarelli, 2007).

If organizational communication does not take place, an organization becomes only a compilation of individual workers who perform separate tasks, organizational action lacks coordination and individual orientations rather than organizational goals come to the fore (Griffin & Moorhead, 2013).

The school consists of a communication ball formed or formed between individuals and groups (Açıkalin & Turan, 2015). School organizations need to be managed more effectively due to their responsibilities to guide and improve society and the individual. Based on this idea, it can be said that organizational communication is a very important power and factor for schools. Strong communication between the school principal and teachers is considered to be the most important dimension to increase the quality of organizational communication in the school.

When the duties of the school principal stated in the regulations are examined, it is seen that many of them are directly or indirectly related to communication (Çınar, 2010). Açıkalin et al. (2007) point out that the school principal should be a good communicator. Celep (2002) also emphasizes that school principals should frequently perform behaviors that require communication with other stakeholders. It is thought that the principal should perform the following duties related to communication (Çelik, 2000):

- Bidirectional communication

- Realistic / objective evaluation of teachers
- Short and clear communication
- Effective conflict management
- Guiding decisions on solving problems
- Strong interaction among school stakeholders
- Integrating personal goals and group goals.

Communication is the key for people to deal with each other, improve their relationship, find solutions to their problems and express themselves. However, achieving these results depends on a good and effective communication between individuals (Gülbahar & Sivacı, 2018). Effective communication can be defined as a form of communication in which messages are clearly understood, the characteristics and rights of the interlocutor are observed during the exchange of messages, and that the desire to continue exchanging messages with the interlocutor is heard (Gülbahar & Şahin, 2018). Both school administrators and teachers need to have effective communication skills in order to create a positive atmosphere in institutions, to ensure coordination, to adapt to change, to make effective decisions, to execute plans and programs efficiently, to make evaluations correct and to improve the existing conditions, and also between school administrators and teachers. effective communication should be continuous (Ada et al., 2015). If there is no effective communication between school administrators and teachers, tasks cannot be fulfilled, goals of the school cannot be achieved and decisions cannot be implemented (Lunenburg & Ornstein, 2013).

As the most important organizations affecting the society, the fact that schools have healthy and efficient communication channels is an important factor for the development of the society (Doğan, Uğurlu, Yıldırım, and Karabulut, 2014). School principals and teachers have a big share in transforming schools into healthy communication environments. Today, one of the most important skills expected from the principal and teachers is the healthy communication with all the people they interact with, especially their colleagues, students and their families. Whether it is personal or organizational, it can be argued that communication between the principal and the teachers is a very important factor in terms of inter-stakeholder relations, the development of schools and the quality of education. It can be said that many problems in schools are related to poor communication between the principal and teachers.

The main purpose of this study is to determine the opinions of the teachers about the communication between the principal and the teachers. It is thought that this study is important in terms of determining the factors that arise from the principal that affects the communication between the teachers and the principal, the expectations of the teachers from the principals in teacher-principal communication and the results of the healthy communication between the teachers and the principal.

## Method

### Research Design

This research is a qualitative research, which is planned according to the phenomenology pattern and its data is obtained by semi-structured interview technique. Qualitative research is used in the systematic examination of the meanings arising from the experiences of the researchers (Ekiz, 2003). Sensitivity to the natural environment, participant role of the researcher, determination of perceptions, flexibility in research design and inductive analysis are important features of qualitative research (Yıldırım & Şimşek, 2016). Making social phenomena and events better explained is the primary purpose of qualitative research (Demirbaş, 2014).

Phenomenology is the definition of a case based on the experience of the individual or group (Christensen, Johnson & Turner, 2015). Case in phenomenological researches consists of these stages;

- Identification of the phenomenon or experience
- Identification of unchanged themes in the definition made
- Creating special reflections on the themes
- Depicting reflections with themes (Ersoy, 2016).

The phenomenon in this study is the school principal-teacher communication.

### Participants

In this research, criterion sampling technique, which is one of the purposeful sampling methods that emerged in the qualitative research tradition, was used. Patton (2014) states that the purposeful sampling stems from the in-depth analysis of the logic and strength, and that purposeful sampling allows for in-depth study of situations where rich knowledge is considered. In this study, two criteria were taken into consideration while determining the participants. The first criterion is to have at least ten years of experience and the second criterion is to be at least a master's degree. 25 teachers meeting these criteria were selected among the teachers working in public primary, secondary and high schools in the central districts of Ankara, Keçiören, Yenimahalle and Çankaya. The interviews were continued with volunteers until data saturation was obtained and the data set required by the research was reached. All interviews were conducted by the researcher.

Demographic information of the participants is given in Table 1.

**Table 1.** Demographic information of the participants

Variable	Category	n
Gender	Female	15
	Male	10
Seniority	10-14 years	14
	15-19 years	7
	20 years and over	4

## Data Collection and Analysis

The data of the research was obtained through “interview”, one of the qualitative data collection techniques. The interview is a communication process that is carried out between at least two people in order to gather information on a particular subject (Aktaş, 2014). The interviews in this study were conducted as “semi-structured interviews”. “Semi-structured interviews” are neither as rigid as fully structured interviews nor flexible as unstructured interviews. It is a technique between two extremes and provides the researcher with the necessary flexibility and ease (Karasar, 1999).

In order to form the questions to be used for collecting data, firstly, 10-15 minutes of face to face interviews were made with 4 randomly selected teachers about the communication between the principal and the teachers. The relevant literature was also examined, and it was tried to decide which questions could be asked in the interview. Based on the interviews with the teachers and the literature review, a semi-structured interview form consisting of 3 open-ended questions was developed. The draft interview form was examined by experts in the fields of measurement-evaluation, Turkish education and educational sciences, and internal validity of the questions was ensured. Then, the questions were put in order and a preliminary application was carried out with 8 teachers. In the pre-application, it was determined that the interview questions were easily understood and answered, and the purpose of the questions did not go beyond its scope. Thus, data collection tool could be tried. Because the trial of the data collection tool is directly related to the validity and reliability of the research (Yıldırım & Şimşek, 2016).

The data of the study were obtained from the answers given by the teachers to the questions posed to them during the interviews. The interviews were held with each participant individually and at the places and times determined by them. The interviews, which lasted for an average of fifteen minutes and were completed in a single session, were recorded with a voice recorder. In addition to the questions in the interview form, in order to determine the teachers' thoughts exactly, “What is the reason for this idea?”, “Why do you think so?”, “How would you explain this idea? Questions such as were asked.

At the beginning of the interviews, the question “Why is communication important at school?” was asked to prepare teachers for interviews and to determine whether they are aware of the importance of the concepts of “communication, communication at school”.

The questions posed to the participants during the interviews are as follows:

- What are the factors caused by the principal that affect the communication between teachers and the principal?
- What are the expectations of teachers from school principals in teacher-school principal communication?
- What consequences do if there is an effective communication between teachers and the principal?

The data recorded on the voice recorder during the interviews were first transferred to the paper. During the process of transferring the data to the paper, attention was paid to write the answers of the participants to the interview questions without making any changes. Care was taken not to leave any data that was not detected by comparing the data transferred on the paper with the audio records. Deciphered interview records were presented to the participants for review and were allowed to confirm their interview records. Necessary corrections and arrangements were made with the guidance of the participants. In this qualitative study, it was tried to provide credibility and confirmability instead of validity and reliability (Yıldırım & Şimşek, 2016). For this, six teachers (not from the participant group) were interviewed and asked whether the findings were significant or not, and whether they present the current situation. Thus, the credibility of the research has been strengthened.

The data were analyzed by content analysis. The facts hidden in the data are revealed with content analysis (Gülbahar & Alper, 2009). In this study, it was aimed to reveal the opinions of the teachers about the communication between the principal and the teachers. During the content analysis process, the raw data obtained from the interviews were transformed into codes, and categories were reached from the codes. The categories are also shown under the themes raised by research questions (McMillan & Schumacher, 2010; Robson, 2015). Identification and interpretation of the findings of this research was provided by identifying and organizing the codes and themes. The data were coded by two researchers, one the researcher himself and the other one specialized in education management. These two different encodings were compared later.

In order to achieve reliability among researchers during the analysis process, the researcher presented the code, category, theme and participant views he determined to the education management specialist in a list. In this process, the researcher asked the education management specialist to include the participants' opinions / responses in one of the draft themes / categories listed or to create a new theme / category. The researcher and the education management specialist agreed on the final themes / categories and the participants' opinions about them (Gay, Mills & Airasian, 2006).

Qualitative research uses credibility instead of internal validity and transferability instead of external validity. In order to ensure credibility in this research, attention was paid to obtain the necessary information from the literature on qualitative research methods, to choose the sampling method appropriate to the pattern of the research, to choose the participants on a voluntary basis, to obtain confirmations from the participants regarding the

interview transcripts and to carry out informal preliminary interviews with the participants. In order to ensure transferability, research design, working group and their demographic characteristics, data collection process and data analysis have been explained (Shenton, 2004).

In the findings section, some opinions were directly conveyed to provide “validity” (Patton, 1987). In direct quotations, the names of the participant teachers are hidden due to scientific ethics. Different names are used for the teachers whose opinions are conveyed.

## Findings

The findings of the research are presented under three sub-headings in accordance with the sub-objectives of the research:

- Factors originating from the principal affecting the communication between teachers and the principal.
- Teachers' expectations from school principals in teacher-school principal communication
- The results of effective communication between teachers and the principal

### Factors Originating from The Principal Affecting the Communication Between Teachers and The Principal

The first sub-purpose of the study is to determine the factors originating from the principal that affect the communication between the teachers and the principal. For this sub-purpose, the teachers were asked about the factors originating from the principal affecting the communication between the principal and the teachers. The answers given by teachers to this question were analyzed. The findings obtained as a result of the analyzes are summarized in Table 2.

**Table 2.** *Factors originating from the principal affecting the communication between teachers and the principal*

<i>Factors That Affect Communication Negatively</i>	<i>Factors That Affect Communication Positively</i>
<ul style="list-style-type: none"> <li>• Authoritarian management style</li> <li>• Negative personality traits (haughtiness etc.)</li> <li>• Negative attitudes (reflecting status difference, bias, injustice, closedness to communication, prejudice, self-isolation etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Democratic management style</li> <li>• Positive personality traits (humility)</li> <li>• Positive attitudes (sincerity, accessibility, openness to communication, supportiveness, impartiality, empathy, openness to criticism etc.)</li> </ul>

The following are some of the teachers' views that enable the determination of the factors originating from the principal that affect the communication between the teachers and the principal:



### **Factors that affect communication negatively**

#### *Authoritarian management style*

**Teacher Şeyda:** "Our principal wants to make him feel stronger. For this, he can resort to intimidation and psychological violence. It is always he who says the last word. Because we are afraid."

#### *Negative personality traits*

**Teacher Merve:** "I don't know exactly why it originated, but it may have happened later. Communicating with an arrogant principal is very difficult."

#### *Negative attitudes*

**Teacher Kenan:** "Some directors want to be aware of their directorate. He wants him to be treated differently. He believes that his rank is higher. With gestures and facial expressions, words he uses, he sometimes makes teachers feel like a child by treating them like a child and expects everyone to act accordingly."

### **Factors that affect communication positively**

#### *Democratic management style*

**Teacher Ahmet:** "At first he tries to listen to everyone. We think that all of our rights are guaranteed, especially those of our students. Our principal is constantly receiving opinions from us. Many decisions emerge as our common decision."

#### *Positive personality traits*

**Teacher Tarık:** "Warm, sincere behavior is very important. A principal who is at peace with himself is also successful in communication. A self-developed school principal... My determination is that the personalities of the school principals who read a lot of books and investigate innovations also improved."

#### *Positive attitudes*

**Teacher Ayşe:** "We know that in many schools, our colleagues do not have the opportunity to speak to their principals. They can be busy yes, but some principals are able to turn our teacher friends from their rooms. They say, "Let's meet later." But then they don't. I had such a principal. But our current school principal is very respectful and kind. No matter where we catch him, he stops, if he is interested in something, he quits and listens to us."

### **Teachers' Expectations from School Principals in Teacher-School Principal Communication**

The second sub-purpose of the study is to determine the expectations of teachers from school principals in the communication between teachers and school principals. For this sub-purpose, the teachers were asked what they expect from the principals in their communication

with the principal. The answers given by teachers to this question were analyzed. The findings obtained as a result of the analyzes are presented in Table 3.

**Table 3.** *Teachers' expectations from school principals in teacher-school principal communication*

Effective Communication Behaviours	Positive Attitudes
<ul style="list-style-type: none"> <li>• Effective speaking</li> <li>• Active listening</li> <li>• Use of positive body language</li> </ul>	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Accessibility</li> <li>• Openness to criticism</li> <li>• Openness to communication</li> <li>• Sincerity</li> <li>• Impartiality</li> <li>• Justice</li> </ul>

Below are some of the teachers' opinions that point out the expectations of the teachers from the principals in the teacher-school principal communication:

#### **Effective communication behaviours**

##### *Effective speaking*

**Teacher Alper:** "He must speak very impressively. His vocabulary should be wide. The level of knowledge should be high. He should also use his voice well."

##### *Active listening*

**Teacher Melek:** "It is very important for me to see my principal really listen to me. Thank you to him. He pays great attention to this. Having an eye contact while listening to me, shaking his head as he approves, affects me a lot. I understand that my words are being listened to. I understand that I am respected."

##### *Use of positive body language*

**Teacher Zeliha:** "I like the eye contact, the gesture compatible with the words and the use of mimic, and the head turning to us to speak."

#### **Positive attitudes**

##### *Accessibility*

**Teacher Ayşe:** "We know that in many schools, our colleagues do not have the opportunity to speak to their principals. They can be busy yes, but some principals are able to turn our teacher friends from their rooms. They say, "Let's meet later." But then they don't. I had such a principal. But our current school principal is very respectful and kind. No matter where we catch him, he stops, if he is interested in something, he quits and listens to us."

##### *Openness to communication*

**Teacher Nurcan:** "Most of the time, we have our principal who gives the first salute. He asks how we are. It shows that he likes to talk to us."

### *Justice*

**Teacher Burak:** "Some principals distinguish between teachers. They have favorite teachers. The principal must be fair. In all his applications and in communication with teachers... He should meet with everyone."

### **The Results of Effective Communication Between Teachers and The Principal**

The third sub-purpose of the research is to determine the results of effective communication between teachers and the principal. For this sub-purpose, teachers were asked about the results of effective communication with school principal. The answers given by teachers to this question were analyzed. The findings obtained as a result of the analyzes are presented in Table 4.

**Table 4.** *The results of effective communication between teachers and the principal*

<b>Results About Teachers</b>	<b>Results About The Relationship Between School Principal-Teachers</b>	<b>Institutional Results</b>
<ul style="list-style-type: none"> <li>• Strengthening commitment to work</li> <li>• Improving performance</li> <li>• Strengthening commitment to the institution</li> <li>• Increasing job motivation</li> <li>• Increasing job satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• Development in mutual trust</li> <li>• Development in cooperation / solidarity</li> <li>• Development of mutual respect</li> </ul>	<ul style="list-style-type: none"> <li>• Development in democracy at school</li> <li>• Development of cooperation / solidarity at school</li> <li>• Reduction in school problems</li> </ul>

Below are some of the teachers' views that reveal the results of effective communication between teachers and the principal:

#### **Results about teachers**

##### *Strengthening commitment to work*

**Teacher Mehmet:** "It is very important to talk to the principal adequately and professionally. If you have frequent and respectful communication with him, if he is enough to guide you, we can start to love our profession more."

##### *Strengthening commitment to institution*

**Teacher Kemal:** "I know a word, I guess you heard it too. 'Schools are as much as their principal.' I think that many things will go well in the school of a headmaster who can talk to and understand everyone. All teachers enjoy being in a school like this.."

#### **Results about the relationship between school principal-teachers**

##### *Development in mutual trust*

**Teacher Arzu:** "We have a truly trusting relationship with our principal. Nobody abuses another's goodwill. I think that good communication with him is effective in this. So I think there is an effective communication between us."

## **Institutional results**

### *Development in democracy at school*

**Teacher Mustafa:** “Democracy requires regular and respectful communication. Regular and respectful communication sharing enables joint decision making. If school principals and teachers communicate frequently and with respect for each other, a great step will be taken towards achieving our biggest goal, democracy. Naturally, rights and freedoms are also protected. I think people who speak are compromised. Reconciliation results from democracy.”

### *Reduction in school problems*

**Teacher Metin:** “I believe that many problems at school can be solved by the healthy communication between principals and teachers. Be sure, the reason for many problems at school is our lack of communication. We don't even know about many problems because we don't talk to each other. But if a problem is spoken and more intelligence is shared, synergy will occur, our influence will grow and problems will be easier to solve.”

## **Conclusion, Discussion and Suggestions**

Communication is one of the most important interpersonal processes in organizations. Effective communication in organizations enables employees, groups and organizations to achieve their goals and perform at a high level (George & Jones, 2012). Based on this claim, in this research, it was aimed to determine the opinions of the teachers about the communication between the principal and the teachers. The findings are gathered under three themes:

- Factors originating from the principal affecting the communication between teachers and the principal.
- Teachers' expectations from school principals in teacher-school principal communication
- The results of effective communication between teachers and the principal

In the research, it has been determined that the factors that affect the communication between the teachers and the school principal are divided into two as “positively affecting” and “negatively affecting” communication. It was determined that the factors affecting communication positively were “democratic management style, positive personality traits, positive attitudes”, and the factors affecting negatively were “authoritarian management style, negative personality traits, negative attitudes”.

In the study, it was found that school principals' making teachers feel the difference in status in communication is one of the negative attitudes. In the literature, there are also quantitative studies in which the status difference is determined to be reflected from time to time by school principals (Doğan et al., 2014).

In the research, it was determined that another negative attitude determined based on the opinions of the teachers was injustice. In the study of Yavuz (2010), it was concluded that

school principals did not behave fairly in listening to teachers. Aggressiveness is a negative school principal attitude determined by Sezgin and Er (2016). In the work of Kremer-Hayon and Wubbles (2005), aggression and authoritarianism appear as negative attitudes of school principals in communication.

It can be said that the most important indicator of the healthy communication among the stakeholders in schools is democracy in schools. The existence of democracy in the school is also the source of effective communication between individuals. The democratic management style that school principals will exhibit is important in terms of establishing and maintaining a culture of democracy in schools, as well as being able to communicate effectively with teachers. Firstly, what is expected of school principals in terms of establishing democracy in the school community is to respect different thoughts and empathize (Akan & Mehrdad, 2019). It is important that school principals reflect these attitudes into their communication with teachers.

Success in communication is an indicator of a manager's performance (Penley, Alexander, Jernigan and Henwood, 1991). The research also focused on what teachers expect in their communication with school principals. There are quantitative studies in the literature revealing the conclusion that school principals' communication skills and behaviors are not at a high level and should be improved (Çınar, 2010; Akan & Mehrdad, 2019). On the other hand, there are studies that conclude that school principals' communication skills are at a satisfactory level (Ağaoğlu et al., 2012; Sabancı et al., 2016). In this study, it was determined that what teachers expect from school principals in teacher-school principal communication is "effective communication behaviors" and "positive attitudes". It was determined that effective communication behaviors were "Effective speaking, Effective listening, Positive body language use", and positive attitudes were "Empathy, Accessibility, Openness to Criticism, Openness to Communication, Sincerity, Impartiality, Justice".

It is very important for school principals to demonstrate their communication skills, which can be considered as effective during their communication with teachers, in terms of quality communication. In this study, one of the effective communication behaviors was found to be effective listening. Various studies on the relationship between executive activity and listening habits in an institution reveal a strong and positive relationship between active and effective listening skills and leadership behavior (Cooper, 1997; Johnson & Bechler, 1998; Wetzels & Ruyter 2000; Jacobs 2005). In the study of Yavuz (2010), it was determined that school principals have the necessary listening skills, but they do not listen to teachers equally.

In the research, it was determined that the positive attitudes that teachers expect in teacher-school principal communication are "Empathy, Accessibility, Openness to Criticism, Openness to Communication, Sincerity, Impartiality, Justice". In Sabancı, Şahin and Kasalak's works (2013, 2014), it is seen that the characteristics of the school leader, which are emphasized by teachers, are justice, impartiality and openness to communication. In Sezgin and Er (2016)'s studies aiming to determine the important aspects in the communication models that are

effective in the principal-teacher relationship, the following conclusions were reached: a. The school principal does not use communication effectively to improve the cooperation between teachers and the school. b. The principal needs to develop an interaction between teachers that can allow open two-way communication.

In this study, it has been determined that effective communication between teachers and school principal has results for “teachers”, “relationship between school principal and teachers” and “institution”. The opinions of George and Jones (2012) support these results. Effective communication according to George and Jones (2012); ensures that employees, groups and organizations achieve their goals and perform at a high level. The fact that there are studies in the literature that reveal that school principals do not have effective communication skills (Şanlı, Altun ve Karaca, 2014; Doğan, Çetin ve Koçak, 2016) is a situation that can be considered negative in this regard.

In this study, it was determined that the results of the communication between teachers and the principal about teachers are “strengthening the commitment to work, increasing performance, strengthening the commitment to the institution, increasing the motivation of work, increasing the job satisfaction”. In the literature, there are also quantitative studies that show that there is a positive relationship between effective school principal-teacher communication and teachers' job satisfaction (Whaley & Hegstrom, 1992; Sias, 2005; Washington, 2007; Özgan & Aslan, 2008).

In this research, the effective communication between teachers and the principal has been found to have the following results regarding the relationship between the principal and the teachers: *Development in mutual trust, Development in cooperation / solidarity, Development of mutual respect*. It was found that the effective communication between teachers and the principal has the following institutional results: *Development in democracy at school, Development of cooperation / solidarity at school, Reduction in school problems*. Some studies include claims that support these results from the research. Accordingly, in some studies dealing with the communication networks in schools and the types of communication used by school principals, it is stated that school principals are an important factor in the establishment and development of professional relations and school development (Barth, 1990; Bakkenes, Brabander and Imants, 1999).

Based on the results of the research, the following suggestions can be made: School principals should display positive attitudes and behaviors so that organizational and interpersonal communication in schools can be functional and facilitate the achievement of the school's goals. For this purpose, it is important that they acquire and develop effective communication skills.

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