

**İlkokul ve Ortaokul Öğretmenlerinin Okuldaki İletişim
Engellerine İlişkin Algıları**

**The Perceptions of Primary and Secondary School Teachers
Concerning the Communication Barriers at School**

DOI=[10.17556/jef.90618](https://doi.org/10.17556/jef.90618)

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Extended Summary

Communication gets more signification gradually in modern societies and it is defined as a quoting process of information, emotion and ideas through either written, verbal or nonverbal way. If executives cannot enable proper environmental conditions for a clear communication, this situation also affects organization culture negatively (Adu-Oppong and Agyin-Birikorang, 2014). Communication skill is important for increasing effectiveness of both person himself and organization (Sanchez and Guo, 2005). Quality of school will also increase if school executives improve communication skills (Eroğlu,2014, 238). School executives, as being education executives communicate by using written and nonverbal communication (Lunenborg, 2010.)

The researches reveal that school executives spend 70-80% of their times with their shareholders for interpersonal communication (Green, 2010; Lunenburg & Irby, 2006; Matthews & Crow, 2010; Sergiovanni, 2009; Ubben, Hughes, & Norris, 2011).

When literature is examined, it is seen that communication processes at schools and communication skills of school executives are embraced in various fields (Bolat, 1996; Çubukçu and Döndar, 2003; Şimşek and Altinkurt, 2009; Argon and Zafer, 2009; Aydoğan and Kaşkaya, 2010; Şanlı, Altun and Karaca 2014 and Ada, Çelik, Küçükali ve Manafzadehtabriz, 2015). However, it is seen that there are limited studies related to communication obstacles for an accurate communication (Özmen and Özdemir, 2012; Yazıcı and Gündüz, 2010; Gökyer and Tuncer, 2014).

The main objective of this study is to reveal communication obstacles at schools according to perceptions of elementary and secondary school teachers.

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Answers are tried to be found to sub-goals below with the intention of achieving the main goal.

- 1- What is the level of perceptions of primary and secondary school teachers related to communication obstacles at general and sub-dimension?
- 2- Do perceptions of teachers related to communication obstacles differ greatly depending on sex, age, training branch, occupational seniority, faculties from which they graduate, places they work and the number of teachers and students where they serve in general and sub-dimensions of scale?

The research was carried out with descriptive screening model and quantitative method aiming to reveal organizational communication obstacles according to perceptions of teachers at primary and secondary schools.

The population of research consists of 3.061 primary and secondary school teachers working in 2014-2015 academic year in Kars and its towns. Multi-staged sampling was chosen for the research; firstly Kars city center and its towns were regarded as a layer by random stratified sampling, ratio of teachers in city and towns within the population was determined, and later the number of teachers at city and town centers to apply scale was determined by simple random sampling. 245 elementary and secondary school teachers constitute the sample of research.

'Communication Obstacles Scale in Education Administration' was used by researchers to determine communication obstacles at schools. Factor analysis was made so as to reveal construct validity of tool.

Factor analysis, total matter correlation and Cronbach alpha coefficient was estimated for developing the scale. Data obtained through application of scale used arithmetic average, standard deviation, frequency and percentage process; t-test, Mann Whitney U test and Kruskal Wallis H-test technics.

In the research, teachers explained they experience obstacles sourced by teachers' having a negative attitude and anger towards each other and using a mandatory language as a psychological obstacle. Filiz (2005). Researches carried out by Şanlı, Altun and Karaca (2014) and Nobile (2015) are such as to support the results of this research. The most significant problem regarded by teachers in terms of technic-semantic communication obstacle has been explained as problems sourced by language and wording. The research carried out by Güngör (2010) in Ankara shows that teachers and school executives experience less communication problems as long as they get far away from centers (especially sourced by language and wording) and experience more communication problems at schools in central towns and use mandatory language more. As a socio-political communication obstacle, teachers regard political dissent as the most significant one. Ill-timed correspondence, maladaptation of teachers to information are also other communication obstacles. Results of these researches have been found coherent with results of research carried out by Başyigit, (2006) Çubuklu and Döndar (2003) and Yazıcı and Gündüz (2010).

Throughout the research, teachers have regarded explanations given within psychological obstacles 'medium' level and technic-semantic obstacle and socio-

cultural obstacles 'low' level. This situation shows that teachers experience technic-semantic and socio-cultural communication obstacles at schools from the point of teachers.

In the research, male teachers have been detected to experience more communication problems throughout the scale and its psychological, technic-semantic and socio-political sub-dimensions compared to female teachers. In the researches carried out by Şimşek and Altınkurt (2009), Çubukçu and Döndar (2003) and Çinkır and Kuru-Çetin (2010), female teachers explained they regard communication at schools more favorable. There are differences in perceptions of teachers related to communication obstacles according to their occupational seniority throughout the scale and its psychological and technical semantic sub-dimensions. In the research of Şimşek and Altınkurt (2009), teachers with a longer period of service find school managers' communication skill more effective. Another significant result of the research is that teachers serving in their homelands perceive more communication obstacle in terms of technic-semantic dimension compared to those not serving in their homelands. This situation is quite interesting. Because, it is thought that teachers working in their homelands experience less communication obstacle, however the results show the opposite. This conclusion should be handled with its reasons in different researches.