Okul Müdürlerinin Elektronik İletişim Tercihleri ve Gelecek İçin Çıkarımları

School Managers' Electronic Communication Preferences and Their Implications for Future

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Abstract

The purpose of this research is to find out electronic communication preferences of private and state school managers, to explore the reasons for their choices and to determine their implications about the future of electronic communication. The research was based on phenomenological approach which is a qualitative research design. For this purpose, eight private and state school managers were interviewed using standardized open-ended interviews. Their views were analyzed using content analysis technique, reported and evaluated accordingly. Consequently, electronic communication devises have seemed to be settled in the lives of the school managers firmly and permanently. The findings proved that electronic communication preferences of the managers differ in their communication with teachers, superiors, parents and students. School managers implied that 21st century is candidate to open a new gate for new implementations in which new ways of teaching and learning are likely to occur.

Keywords: school effectiveness, communication, communication in schools, electronic communication

Özet

Bu araştırmanın amacı, devlet ve özel okul müdürlerinin elektronik iletişim tercihlerini ortaya çıkarmak, seçimlerinin nedenlerini araştırmak ve elektronik iletişimin geleceği konusundaki çıkarımlarını belirlemektir. Araştırma nitel araştırma yönteminden olgu bilim yaklaşımına dayanmaktadır. Bu amaçla sekiz devlet ve özel okul müdürü ile standardize edilmiş açık uçlu sorularla görüşme yapılmıştır. Görüşleri, içerik analizi yöntemi kullanılarak analiz edilmiş, raporlanmış ve değerlendirilmiştir. Sonuç olarak, elektronik iletişi araçlarının okul müdürlerinin hayatlarına iyice ve sürekli olarak yerleştiği görülmektedir. Bulgular, okul müdürlerinin elektronik iletişim tercihlerinin öğretmen, üst yönetim, veliler ve öğrencilerle iletişimlerinde farklılaştığını göstermektedir. Okul müdürleri, 21. yüzyılı yeni öğretmen ve öğrenmelerin gerçeklemesinin olası olduğu yeni uygulamalar için yeni bir kapı açmaya aday olduğu çıkarımında bulundular.

Anahtar Kelimeler: okul etkililiği, iletişim, okullarda iletişim, elektronik iletişim

1. Introduction

Relatively few studies have empirically examined the electronic communication preferences of principals and discussed the reasons of their choices lately. Most of the studies about electronic communication in education dated 1990'ies, in which there were less opportunities compared with the electronic communication facilities of 2010's. Communication technologies and communication facilities developed more in the last ten years compared with even the last decade of the 20th century. The technologies which had been used by a limited persons and organizations during 1990'ies have become wide spread applications in our daily life in 2000's. It is also important to note that the use of technological products differ in relation to developmental capabilities of the countries. However, 2010's offer more international communication opportunities globally. As Etudor-Eyo, Ante, and Emah (2011) said well "humanity is currently in an electronic age which is characterized by bridging the gap between distance and time, giving way to information revolution built around information and communication". This rapid change clearly necessitates updating all kinds of implementations and research in the area of education both in instructional and managerial levels. The purpose of this research is to find out electronic communication preferences of private and state school managers, to explore the reasons for their choices and to determine their implications about the future of electronic communication.

Communication improves the competitiveness of an organization; eases the adaptation to the changing environment; facilitates the achievement of set objectives and goals; satisfies its own needs and hose of its participants; coordinates and controls activities; and fosters motivation, commitment, responsibility, involvement, and participation of personnel as well as creating a positive working environment (Armengol, Fernandez, Simo, & Sallan, 2015). Roberts and Mancuso (2014) posits that to be an effective managerial leader one must have strong communication skills. In this sense, leadership roles are significantly reshaped and redistributed as a result of the acts of translation required by technology integration (Davidson, & Olson, 2003). As Mcnabb, Valdez, Nowakowski and Hawkes (1999) noted well by means of providing effective communication, technology helps people learn, be creative and become players and communicators in a global village. Petiz, Ramos, and Roseiro (2015) stated that ICT tools assume in the ability to collect, organize and manage knowledge, as well as in the promotion of greater participation and involvement of workers in the company's life and in the creation of social dynamics. The four emergent themes included the following: (1) Social media tools allow for greater interactions between school principals and their stakeholders. (2) Social media tools provide stronger connections to local stakeholders, to fellow educators, and to the world. (3) Social media use can have a significant impact on a school principal's personal and professional growth. (4) Social media use is an expectation; it is no longer optional (Cox & McLeod, 2013). According to Treem, Dailey, Pierce and Leonardi (2015), employees seemed to initially frame their understanding of publicly available social media in a similar way. Most mentioned how social media could provide more open communication, greater sharing, and increased connections. Some sceptical employees saw this as a potential distraction or threat in organizations, and optimistic employees viewed this as an opportunity or asset for improving work. There is evidence about increased

use of electronic mail and decreased use of face-to-face communication (Sarbaugh-Thompson & Feldman, 1998).

There are some more research results which are in favour of face to face communication. Baltes, Dickson, Sherman, Bauer, and LaGanke (2002) reported that computer-mediated decision-making groups are rarely if ever more effective than face-to-face groups. Roberts (2000) stated that face-to-face demonstration and the social interaction involved enable the sharing of skills and the establishment of mutual understanding and trust. Codified knowledge that can be transferred at the touch of a button can be disseminated at a significantly lower cost than tacit knowledge. Daft, Lengel, and Trevino (1987) also wrote that the assumption that written media or electronic substitutes can replace face-to face communications is not correct for many management communications. While the face-to-face medium is weak and inefficient for processing data or resolving objective problems, it is a powerful medium for transferring multiple cues, enabling rapid feedback among several managers, and attaining social support for enacting solutions to equivocal problems.

What factors influence a person's choice to use and how widely to use particular media? Minsky and Marin (1999) proposed that there are two major explanatory theories: rational choice theory and social influence theory. Both rational and social factors should be included in comprehensive models of media choice that incorporate both traditional and new media (Webster & Trevino, 1995). The central assumption of the rational choice approach is that decision makers have logically consistent goals, and, given these goals, choose the best available option. Rational choice models often assume that agents are unboundedly rational, always know what is best for them and are primarily self-regarding (Gächter, 2013). The underlying premise of social influence theory is that behavior is a result of both person and situation and does not result from either factor alone. There is both a cognitive and operant view of learning in social influence theory. In the four-step pattern as noted by Bandura (1977), an individual notices something in the environment; remembers what was noticed; produces a behavior, and then the environment delivers a consequence (e.g., reward or punishment) that changes the probability the behavior will appear again. Social influence theory proposes that individuals learn much of their behavior by observation and imitation of others (Hanna, Crittenden, and Crittenden, 2013). Social influence theory has been referred to as a theory of media use as well as a theory of technology use. It argues that channel choice is a function not only of objective characteristics of the medium or the task, but also, of individual perceptions conditioned by the social context of media and task (Webster & Trevino, 1995). Otondo, Van Scotterb, Allen, & Palvia, (2008) stated that much of the current research has been grounded in media richness theory, which posited that various types of media differ in their capacity to convey messages and cues. Its central hypothesis is that communication effectiveness depends on the match between task requirements and medium capacity. Schmitz and Fulk (1991) posits that an individual's perceived media richness depends on five elements: (a) the inherent characteristics of the medium of communication; (b) the experience of the sender with the medium; (c) the experience of the sender with the receiver of the message; (d) the experience of the sender with the subject of the message; and (e) the experience of the sender with the organizational context in which the communication

occurs. Armengol et al. (2015) indicated in their research that the perception of media richness is influenced by the experience with the communication partner, the experience with the medium, the experience with the topic and the social influence. Daft and Lengel (1983) introduced the concept of information richness and proposed models of manager information processing, organizational interpretation, and internal coordination processes. Daft and Lengel (1983) proposed that organizational success is based on the organization's ability to process information of appropriate richness to reduce uncertainty and clarify ambiguity. The notion of information richness sheds light on all these activities. When the task is complex and difficult, rich media enable successful information sharing. Richness has to reflect the organization's need to interpret an uncertain environment and to achieve coordination within. Rich information will have to be processed because environments will never be certain. Conditions will never be characterized by complete agreement and understanding. According to Daft and Lengel, (1986) the answer to why organizations process information is clearly to reduce uncertainty and equivocality. A major problem for organizations is lack of clarity, not lack of explicit data. The approach to equivocality is for managers to develop and agree upon a definition of the situation. Carlson and Zmud (1999) in relation to channel expansion theory argue that the perceived richness of a communication media by individuals depends heavily on the characteristics of the medium and their experiences with this medium. Channel expansion theory identifies certain experiences as important in shaping how an individual develops richness perceptions for a given channel. However, these experiences are conceptualized quite differently than in prior literature. Four experiences are identified as being particularly relevant: experience with the channel, experience with the messaging topic, experience with the organizational context, and experience with communication co- participants.

It is widely accepted that principals play an integral role in technology integration in schools. Schiller, (2003) demonstrated that many principals in Australian schools now recognize the critical role that they play in facilitating the implementation of ICT in their schools to improve teaching, learning and administrative processes. Schiller, (2003) stated that as leaders of school development, including integrated use of ICT, principals need to understand the capacities of the new technologies, to have a personal proficiency in their use, and be able to promote a school culture which encourages exploration of new techniques in teaching, learning and management. According to Arokiasamy, bin Abdullah and Ismail (2014) school leaders are key factors in implementation of information and communication technology (ICT) in schools. They need to understand the capacities of the new technologies, to have a personal proficiency in their use, and be able to promote a school culture which encourages exploration of new techniques in teaching, learning and management. Mitchell, Crawford and Madden (1985) proposed that to be efficient in decision making, managers must have access to timely and accurate information and be able to communicate effectively with others within and outside the organization. Makewa, Meremo, Role and Role (2013) noted that administrators need to correspond through e-mail and the internet, creating websites for school marketing. They can save time while using a program to communicate to parents, teachers, students, other school administrators, business executives, suppliers and the wider community. Effective educators must possess ICT knowledge. Towards the use of the ICT curriculum integration and need assessment

were found to be significant among Bruneian primary schools administrators. The results further indicated that majority of the school administrators have intermediate level of computer expertise and possess an adequate computer literacy (Seyal, 2012). Etudor et al. (2011) found a positive relationship between administrators' use of ICT and administrators' effectiveness in communication.

Young, Beruh and Perry (2008) reported that school leaders in the State of Wyoming prefer email for routine communication, as well as communication that is meant to share or solicit information with school or district personnel, students, parents, board members, community members, and other stakeholders. Email was reported and discussed overwhelmingly as the method preferred, used most often, and seen as most effective. Other technologies were used as well but not to the same degree as email. Email has changed the nature of communication in schools, providing the opportunity for school leaders to share information and receive input from more stakeholders than ever before and in a way that is fast and convenient. Most importantly, they believe that technology, particularly email, has improved communication with their district stakeholders. In this regard, in another survey environment was found to be a significant predictor of e-mail applicability and use both in terms of vicarious learning and critical mass. Critical mass was also shown to influence e-mail use (Van Den Hooff, Groot and de Jonge, 2005). Cox and McLeod (2013) found that blogs, twitter, social networking sites, podcasts, and online videos were found to be effective communication tools with which to engage stakeholders in two-way conversations. Akbaba-Altun and Gürer (2008) found that the dimensions of the roles of administrators regarding IT classrooms are staff development, communication, facilitator, maintenance of the infrastructure, ergonomics, supervision, leadership, public relations, mentoring, empowerment and ethics. Arokiasamy et al. (2014) indicated that school principals are using computers for instructional and administrative purposes and they have moderate competency in computer applications and spent a few times a week working on their computers. They also found that cultural perceptions and transformational leadership contributed significantly to the level of computer use by principals. Mojgan, Kamariah, Wong, Bahaman and Foo (2009) indicated that school principals spent a few times a week working on their computers and they had moderate levels of information technology competency. In terms of learning, behavior and attendance issues, the introduction of a school management information system in a vocational high school, located in a mainstream socio-economic neighbourhood had a noticeable impact on the interrelations between principal and parents (Telem, 2003). As Cox, and McLeod (2013) and Davidson and Olson, (2003) stated well networked technology represents a complex change in the day-to-day functioning of schools and districts. The use of social media soon will no longer be optional.

Starting from the beginning of the twenty-first century due to fast developments in processing information, we started to feel as if we were born to a new world. Confronting with this fact in every area of the life, every individual felt the need to be at least a user of the new technologies and communication probabilities. Inevitable changes occurred in interpersonal communications in organizations draw us to think about the new organizational issues. For this reason, in this study, it was aimed to focus on the current state of the electronic communication as a factor of communication process.

In this respect, the propose of this study was to find out electronic communication preferences of private and state school managers, explore their reasons and draw implications about the future of electronic communication.

2. Methodology

Research Design

The research was based on phenomenological approach which is a qualitative research design (Mason, 2002; Patton, 1990; Rubin & Rubin, 1995; Yıldırım & Şimşek, 2006). The participants were determined by maximum variation sampling which is a type of purposeful sampling. As a result, the study group consisted of eight school managers who were working in Antalya Province in 2014-2015 academic years. In Table 1 participants' demographic information were presented.

Table 1. Demographic characteristics of the participants

Participants	Position	Education	Seniority in Teaching by Years	Seniority in management position by Years	School Type
M1	Principal	Graduate	11-20	1-5	Private School
M2	Asst. Principal	M.Sc.	11-20	1-5	State School
M3	Asst. Principal	Graduate	11-20	6-10	State School
M4	Principal	Graduate	21-30	16-20	Private School
M5	Principal	M.Sc.	21-30	11-15	State School
M6	Principal	Graduate	21-30	11-15	State School
M7	Principal	Pre-license	31 +	21 +	Private School
M8	Asst. Principal	Graduate	11-20	6-10	State School

Instruments

The data were gathered by qualitative interviewing using standardized open-ended interviews. The standardized open-ended interview minimizes the interviewer effects by asking the same question to each respondent (Mason, 2002; Patton, 1990; Rubin & Rubin, 1995; Yıldırım & Şimşek, 2006). The interview form consisted of two parts. In the first part questions about demographic information took part with an explanation about the purpose of the study. In the second part, the respondents were addressed 8 main and 19 probe questions in order to understand electronic communication preferences, their reasons and future implications of private and state school managers. The questions included what they understood from electronic communication, what kind, how often and for what reason they used electronic communication tools, how proficient they are, their visions about their organizational targets, the way they choose their strategies in communicating individuals or institutions, what benefits they gain and their projections about future electronic communication in schools.

Data Analyses

The data were analyzed by content analysis technique in two ways: first the inter-

views were read through in order to get a feel for what is being said, identifying key themes and issues in each text. (Mason J. 2002; Patton, 1990; Rubin & Rubin, 1995; Yıldırım & Şimşek, 2006).

Validity and Reliability

In order to improve the validity and reliability the following were considered: internal consistency, confirmation of the data, consistency of the data with implications and generalizations, limitations of the study, sample availability, giving details about individual sources of the data, setting conceptual framework and assumptions, clearing data collecting techniques and analysis methods, introducing the data directly, including more researchers to the processes and finally testing and comparing the findings with other related researches (Mason, 2002; Patton, 1990; Rubin & Rubin, 1995; Yıldırım & Şimşek, 2006). An inter-rater reliability analysis using the Kappa statistic was performed to determine consistency among raters. An inter-rater reliability analysis using the Kappa statistic was performed to determine consistency among raters. The inter-rater reliability for the raters was found to be Kappa = 0.81 (p<.001). Inter-rater reliability between 0,81-1,00 means almost a perfect agreement between raters (Craig, 1981; Landis & Koch, 1977; Weingart, Olekalns & Smith, 2005; Wood, 2007).

3. Findings

In this part first of all, private and state school managers' perceptions and preferences of electronic communication were given. Secondly, based on their views, self efficacy of the participants about the electronic communication style they preferred was reported. Thirdly, the findings about their guide principles in preferring any kind of electronic communication style and fourthly, their reasons of using electronic communication in school processes were presented. Last of all, in the findings section, their implications about the future of electronic communication were reported.

Findings about private and state school managers' perceptions and preferences of electronic communicatio

The participants perceived electronic communication as intercommunication using electronic devices in daily life. In their perception electronic communication meant more than transforming information and it seems to cover not only school time of any manager, teacher or a student but also the whole day time. In this sense, electronic communication types were qualified as the most important invention of our age by the participants (M1, M4, M5). One of the participants stressed "written" and "visual" aspects of electronic communication to distinguish from the other types. Another participant defined the term as "something realized other than classical post-office procedures". These statements draw us to think that participants make a precise distinction between the old and new types of communication. The electronic communication types or devices used by the participants were classified in five groups. These are:

1.   Personal devices: mobile phone (n8), e-mail (6), whatsapp (n1), sms (n6);

2. Devices run by the school or superior institutions: Fax (n3), outlook (n3), exchange programs (n1), sms (n6), computers (n8), e-school applications (n1), school web page (n1), school net (n8);

3. Devices used in the courses: computers (n8), overhead projector (n1), projection (n1), smart board (n1);

4. Devices used to communicate superiors: national electronic system (n8), official printed letters (n5), mobile phone, fax and e-mail (n5).

5. Devices used to communicate non-governmental organizations: landline and sms (n7), school web pages, nets prepared for the school, official printed letters, pride letters (sent to parents) and face to face communication (n7).

In this sense one manager said "we follow the attendance of students or their grades using electronic devices. We inform parents sending sms. Parents are able also to enter e-school applications. (M4)" Another participant said "We have a program called "exchange" which allows school managers to exchange information. Using this program, for instance, I am able to see any kind of information exchanged by another school (M7)" One participant said "additionally we use whatsapp. It allows us to share and ask for information instantly (M1). In relation to communication with superiors one participant said "we communicate superiors using landline telephone and fax. We sometimes use official e-mail system. District education managers send us the official printed letters using the official mail system. This system helps us get the orders more quickly. However, officially sent information using electronic communication devices and techniques has still been sent in print version (M2)." In case there is a requirement to communicate any civil institutions one participant said "the way mostly preferred first is phoning them, second sending an e-mail and finally sending a print version of the shared information if necessary (M2)." One participant added that they have to follow the instructions in the regulation explaining how to communicate superiors. he believes that communicating according to this regulation, sometimes creates more affective results (M3)."

Findings about private and state school managers' reasons about using electronic communication in school processes

Table 2. School managers' guide principals in preferring any kind of electronic communication style

	M1	M2	M3	M4	M5	M6	M7	M8	n
Characteristic properties and background level of receivers	1	1	0	1	0	0	1	1	5
Accessibility by receivers	1	0	0	1	0	0	1	0	3
Complying with the choices of central administration units of ministry of national education	0	0	1	0	1	0	1	0	3
Convenience of communication devices	1	0	0	0	0	1	0	0	2

In the light of the principles shown in table 2, managers explained that electronic

communication preferences differ in their communication with teachers, superiors, parents and students. According to the participants in their communications they use mobile phones and mobile phone applications with teachers; internet and printed official letters with superiors; mobile phones (sms), web page of the school and printed letters with parents; e-mail and fax with non-governmental organizations and finally face to face communication with students. They added that students have the option to follow their exam results and attendance from the e-school applicati

Most of the participants stated that they considered receivers' competencies while communicating electronically (n5). Furthermore, one of the participants entitled the characteristics and readiness levels of receivers as 'communication identity. Another property considered was electronic communication could be accessed easily (n3), the other salient statement was 'legal procedure'. Three participant emphasized usage of electronic communication in legal framework while communicating. The other two participants mentioned about its cost. Voluntary, sincerity and benefit were regarded as effective sides of the use of electronic communication strategies. Some statements of the participants were as follows: "being beneficial, the accessibility of a person is important. I think the utility percentage of the device you choose is far more important. The person's features communicated with are significant" (M1). "The most important point is readiness level of personals in our organization, then level of interest, educational background, age, seniority, technological skills and sensibilities of the personals are considerable. The more educational level of a person increases, the more easily this person can be adapted. For example, adaption of a person having graduate education is easier. Adaptation is difficult while people are getting older." (M2). "There are also some determined devices except for our choice. District national education directorate uses e-mail system and fax. We comply with these choices" (M5). "When we communicate people for the first time, for example they come to our organization, they reflect on their communication identities and we behave accordingly" (M7). "The receiver person or organization must have this competence. Supposed that we sent an e-mail, the person had to have this competence to answer it. For instance, there are some companies which we communicate. They don't use internet, we reach them by phone. To sum up, opportunities, knowledge and age of the person who you communicate are quite crucial" (M8).

Table 3. School managers' reasons about using electronic communication in school processes

	M1	M2	M3	M4	M5	M6	M7	M8	n
Economy	0	1	1	1	1	1	1	1	7
User friendliness	1	1	1	0	1	1	0	0	5
Opportunities of high speed transmission and feedback	1	1	0	1	0	1	0	1	5
Opportunities of mass sharing	1	1	1	0	0	0	0	0	3
Accessibility	1	1	0	0	0	0	0	1	3
Sensibility to ecology	0	0	0	1	0	0	0	0	1
Being up to date	1	0	0	0	0	0	0	0	1

Efficiency	0	1	0	1	1	0	1	1	5
Facilitator role for fulfilling school vision	1	0	0	1	1	0	0	0	3

Majority of the participants agreed on economic efficiency to be one of the reasons of using electronic communication. About this issue one participant said "It provides efficient communication. That is, we can use the time spent for transmitting to enrich the context of the message. Secondly, it is cheap. If you try to send a correspondence to the District national education directorate, you must get on a bus or tramway. You spent on time, money as well as labor however, e-mail hasn't got any cost" (M2). Most of the participants also agreed on high speed transmission and feedback for using electronic communication. In this sense one participant's statement was as follows: "Telephone connection isn't available everywhere. Thus, using the teachers own phone provides easiness. To inform our stakeholders what we are doing, it is needed to ensure use of communication devices. It is essential to supply this because our vision and mission include electronic communication" (M1). Another one said "That is, when we encounter a problem, we want to solve it immediately" (M8). In the other issues some of the statements were as follows: "Educational organizations necessitate being sensitive to all kinds of events in the local and global environment. In such organizations the most available mediator is electronic communication. Using electronic communication we got rid of archiving and high cost. And moreover we gained a lot of time. It also provided an opportunity for more visual and detailed communication" (M4). "There is an opportunity for correction, that is, incorrect or incomplete correspondence can be corrected and sent over again immediately"

According to data, though participants benefit from electronic communication commonly and actively, they emphasized that they had to use written communication because of the bureaucratic procedures. There was a common belief that written communication had more sanction power on the teachers. Of course this is likely to mean extra work load. In this sense one participant said "That is, communication channels are determined in formal institutions by legal arrangements. In Turkish educational organizations formal correspondence and formal electronic correspondence is encouraged. While communicating our superiors formally, we have to do what legal arrangement say. I believe formal communication is more effective on teachers" (M3). Another participant said 'Actually we communicate District national education directorate using electronic correspondences but the same correspondences is still being sent to our post box to get a hard copy of each one" (M2).

Private and state school managers' implications about the future of electronic communication in education

In this part, the participants' implications about future of the electronic communication in schools were given. Three participants reported that schools will not be the places where knowledge is transferred in the near future. Instead, distance education will have been used for this purpose commonly. Two of them implicated that written communication, transmitted by means of hard copies would cease and one participant thought archiving system based on printed copies would come to end. Moreover, looking to the speed of the developments in technology in the last decade they conc-

luded that our personal and organizational lives would be surrounded with more and more advanced communication devices. However, one participant stated the negative sides of this improvement. She emphasized electronic communication would result in decreased socialization of individuals. Baltes et al. (2002) found some supporting evidences for face-to-face groups to be more effective. Markus (1994) also stated that users were found to select email deliberately when they wished to avoid unwanted social interactions.

Some of the statements are as follows: "I prefer electronic communication completely. I think it will soon be so. Written communication will end totally. Electronic signature will be common in every level of all institutions. Electronic system increases the accessibility of the information we can't reach without great effort and cost. This infrastructure should be supplied to every individual and organization" (M2). "The advancement is so fast that a new thing is invented every day. Electronic communication is a prior need for effective communication in educational organizations" (M4). "Visual communication is likely to become prominent in the future. Everybody will have internet connectivity and whenever they want to, they can communicate using visual possibilities. Even, schools may come to be felt unnecessary. Everyone will have technology which enables them to learn necessary things through internet. Schools may be maintained for socialization needs but technology will be used for transmitting information widely" (M5). "I think every kind of technological studies will be beneficial for people. On the other hand mankind can exist and is meaningful when he or she expresses themselves. Otherwise they can not be self confident. Lose in the self confidence is likely to mean lose in success. In the current state technological improvements have been complained to prevent literacy" (M7).

6. Discussion and Conclusion

The purpose of this research is to find out electronic communication preferences of private and state school managers, to explore the reasons for their choices and to determine their implications about the future of electronic communication. For this purpose, eight private and state school managers were interviewed using qualitative research methods and their views were analyzed, reported and evaluated. The conclusions are given below:

According to the findings, it can be asserted that the views of the participants imply that electronic communication devises have settled in their lives firmly and permanently. Cox and McLeod (2013) see this fact as inevitable reality of our age. They believe that using social media does not depend on the choice of the sender in the communication process but the receivers' expectation.

One of the most significant issues was to find that school managers constituted electronic communication variations in regard to school partners. The electronic communication types or devices used by the participants were classified in five groups. These are: a) personal devices: mobile phone, e-mail, whatsapp, sms; b) devices run by the school or superior institutions: fax, outlook, exchange programs, sms, computers, e-school applications, school web page, school net; c) devices used in the

courses: computers, overhead projector, projection, smart board; d) devices used to communicate superiors: national electronic system, official printed letters, mobile phone, fax and e-mail; e) devices used to communicate non-governmental organizations: landline and sms, school web pages, nets prepared for the school, official printed letters, pride letters (sent to parents) and face to face communication. Pazos, Chung and Micari, (2013) found that individuals are more likely to use instant messaging for collaboration than for conflict tasks. Participants frequently reported instant messaging use for coordination behaviors such as clarifications, scheduling and status updates and for general efficiency.

Computers and mobile phones seem to be common and natural part of the personal and organizational lives. Participants mostly used mobile phones in two ways. In the first way, phones were used as a substitute for computer. In the second way, they were used with their primary function which is phoning. Moreover computers were also reported to be used in electronic communication by all of the participants. Participants felt that they were adequate by means of using electronic communication devices. In regard to their views, this kind of adequacy included using such vehicles without help. In case they need help for complicated electronic problems they reported that they can ask for help from the experts without hesitation. This finding implies that managers are open minded and ambitious to learning.

The findings show that two major criteria play role in managers' decision; effectiveness and sensibility to receivers and their conditions. By means of effectiveness participants stated that they preferred electronic communication because of the effectiveness provided by speed and economy. The findings imply that accessibility and user friendliness, opportunities of high speed transmission and feedback, possibility to communicate people in large numbers and sensibility to environment feed effectiveness in the minds of school managers. By means of sensibility to receivers and their conditions, managers' preferences also differed in their communication with teachers, superiors, parents and students again in relation to electronic communication ways and products produced by the organizations for their specific needs and civil entrepreneurs for common use. Managers reported that they considered receivers' electronic communication facilities and skills. They also noted that in case of the communication with superiors, the superiors were the side to choose the way of communication. Van Den Hooff et al. (2005) for example asserted similarly that the use of electronic mail is determined by a combination of individual user characteristics, medium characteristics, users' social environment, and task characteristics. Bordia (1997) reported that there is some evidence that managers choose the technology that fits the task. Stone and Posey (2008) reported that different group coordination behaviors are stronger predictors of perceived and actual performance depending on the task type and medium used. Webster and Trevino (1995) asserted that the cost of communication is also an important aspect in managers' decisions. Armengol et al. (2015) also found that the influence produced by supervisors is positively related to the message sender's perceived level of richness. De Vries, Van den Hooff ve de Ridder (2006) stated that an agreeable style is positively related to team members' willingness to share their knowledge, whereas an extravert communication style of a team is positively related to both eagerness and willingness to share.

Participants views leads us to be aware of the fact that we are in a transition age that organizations have not given up sharing or transmitting information via printed papers in spite of many electronic communication possibilities. In the current organizational mind, any kind of information, command or instruction shared through e-mailing should have to be followed by a printed version. Participants complained of loosing so much time by this kind of dual communication. They believe that the classical communication and archiving culture or implementations reduces the second's effect.

Another conclusion drawn out of the findings is that school managers pay a high attention to parental communication. According to the findings, in order to communicate parents' mobile phones (sms), web pages of the schools and printed letters were mostly preferred. Managers believed that parents' support was very important to reach the goals. So, they felt the need to inform them on the time for which they believed to be possible by only using electronic communication devices.

The participants' believe that electronic communication, within the given paradigm, have been discussed by means of correlations between managers', teachers' or other school partners' skills or developing their potentials and effectiveness of instruction. In this sense, the most addressed desire by managers was to feel safer and implement more qualitative communication through electronic communication devices. But the fact that fast developments in processing information using new technologies and new communication probabilities draw us to question the current implementations. These developments lead us to think that 21st century is candidate to open a new gate for new implementations in which new ways of teaching and learning are likely to occur. At a more macro-level, various theoretical speculations have been made on how computer communication technologies will affect organizational design and change (Bordia, 1997). ICTs have the potential to invoke deep change within voluntary organizations (Eleanor & Taylor, 2000).

Consequently, producing papers moved the humanity to a new period of transmitting their culture to the next generations. It can be asserted that today, we confront such an exciting development by which new ways of communications arise and affect the whole of our lives individually, socially and organizationally. Organizations need to find safer and diversified techniques, programmes and technologies in order to encourage more electronic communications between managers, teachers and parents. It seems that this kind of communication inevitably will surround both interpersonal and organizational communications. In this sense, the most important suggestion to be made out of the data is that such kind of information processing should not be ignored and considered worthless by educational organizations. Instead electronic communication should be taken into consideration as a facilitator for saving time and energy. Finally, electronic communication should be considered not only for management purposes in educational organizations but they should also be considered in teaching in and out of the classroom as well.

7. References

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