



Communication Conflicts Between Teachers and Administrators

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ABSTRACT

The communication, as a factor uniting people and enabling them to act together, needs to be used functionally in educational organizations consisting of people who have come together to achieve a certain goal. It is important to have two-way communication between administrators and teachers in schools. For more effective and quality service in schools, good communication between administrators and teachers should be established. Achieving the desired goals will be difficult in schools where effective communication cannot be established. This is a qualitative study on the problems teachers face while communicating with school principals. The subject of the research will be the stories of teachers about the problems they experience in their communication with school principals. The study group of the research consists of teachers working in Yenimahalle district of Ankara province. After the collected stories were transcribed in computer environment (data transcription), descriptive analysis of the data was conducted. For the validity of the data analysis, the stories told by the participants were kept as they were, the consistency of the codes and subcategories with the stories told by the participants was observed, and some stories were directly quoted.

The findings of this study show that the difference in status poses a problem in the communication between teachers and administrators and that teachers express that administrators misperceive them. According to the study, the teachers and administrators have communication problems due to lack of empathy. In order to solve these problems, it is recommended to provide training to improve empathy skills, and to use clear expressions in response to misunderstandings and misunderstandings of administrators and teachers.

Keywords: Communication Conflicts, Teacher, Administrators

INTRODUCTION

Communication, as a factor uniting people and enabling them to act together, needs to be used functionally in educational organizations, which are composed of people who have come together to achieve a certain goal. Every dimension of communication is used in the process of educating and teaching people in educational organizations. For this reason, communication in educational organizations takes place intensively in different dimensions and between different individuals. The cornerstones of the education and training in educational institutions are teachers and administrators. Communication failures between administrators and teachers are frequently observed and have certain reasons.

Communication Barriers

Anything that prevents communication between people from taking place in the right way is called a communication barrier. Communication barriers are categorized into different categories by different researchers. In the following, only the communication barriers encountered within the scope of the research findings will be emphasized.

Prejudice: People perceive the world not as it is but as they want it to be. Our perceptions are linked to our motives. An ordinary young man may be perceived as a very handsome person because he loves (Tutar, 2018; 214). Past experiences have an impact on prejudices. Prejudices are important in communication. If we perceive

a person as honest and reliable, we listen to everything that person says, and if the opposite is the case, we do not respect anything that person says.

Status Difference: The hierarchical structure in organizations can be an obstacle in communication. The higher the status of the person who gives the message in organizations, the more it is accepted by the employees. While the manager can call and talk to the employee whenever he/she wants, the employee cannot have the opportunity to meet with the manager whenever he/she wants. While the manager can easily express his/her thoughts in meetings, the employee cannot speak freely.

Education Level: Problems may arise in communication due to social and cultural differences between the source and the target. If one of the parties considers this difference as a superiority factor, it prevents communication (Tutar & Yilmaz, 2012).

Noise: Anything that prevents communication from taking place correctly in communication is called noise. Noise can come from outside or from the person himself/herself. For example, if a person is preoccupied with something else during communication and does not listen to the other person.

Trust and Openness: When people do not trust each other and are not open with each other, communication barriers are encountered. People do not pay attention to messages sent by people they do not trust. In the meantime, the trustworthiness and openness of the receiver is also important in the communication process.

Not Listening: Some people do not listen during communication even though they seem to listen. Not listening is one of the biggest barriers to communication.

Selectivity in perception: People receive too many stimuli in their daily lives to count. While people focus on the ones that are of their own interest among these stimuli, they are not interested in others, this is called selective perception. (Tutar, 2018; 106) Misperception of the message also prevents communication.

Judging, Criticizing: Judging everything in communication, constantly criticizing, name-calling appear as communication barriers.

Threatening, intimidating: It is wrong to use a statement such as "if you don't do this, you will be fired" to the person you are communicating with. Fearful people may comply, but they may want to test whether the consequences will actually occur. Resentment and anger can lead to rebellion. It can lead people to use violence.

Giving advice and solutions in the form of condescension: A student is upset because he/she got a low grade in his/her class. When an expression such as "If you want to get a higher grade, you should have studied more" is used, it gives the impression that the person is incapable of solving his/her problems. It creates dependency or resistance.

Administrator-Teacher Communication

Effective listening is very important for managers. A good manager should make a difference by listening effectively. An effective listener is an empathetic listener. He/she sees himself/herself through the eyes of the other person and acts accordingly. An effective listener increases the courage of the other person. Communication can be strengthened by nodding and making eye contact with the person speaking. The listener should show the transmitter that he/she is listening carefully. It is useful to take small notes when administrators and teachers communicate (Geçikli, 2008). Administrators who do not show the necessary attention and interest while listening to teachers cannot be expected to be successful (Bilen, 2004).

By listening to teachers well, administrators can ensure that they develop positive attitudes towards listening. In this way, teachers will think positively about administrators who listen to them (Cihangir, 2004). In order to establish effective communication between teachers and administrators, empathy skills should also be developed. Empathic listening is essential for good communication. Empathic listening is important for administrators. In this way, they receive complaints and suggestions and use them as data to take necessary actions.

Teachers communicate with the administrator in a healthier way when they feel that they are understood and taken into consideration. Good communication among school staff directly affects the whole school (Doğan, Uğurlu, Yıldırım, & Karabulut, 2013). School administrators need to receive information in a short time in order to make the right decision. Administrators have to be in constant communication with teachers. Schools are one of the most important parts of the education system. It is important to have two-way communication between administrators and teachers in schools. For more effective and quality service in schools, good communication between administrators and teachers should be established. In schools where effective communication cannot be established, it will be difficult to achieve the desired goals.

1.2. Purpose of the Study

The objective of this research is to reveal the communication problems between teachers and school administrators based on the stories told by primary, secondary and high school teachers who work in Yenimahalle district of Ankara province and to offer suggestions.

2. METHODOLOGY

The research method of this study is, qualitative research. In qualitative research, perceptions and incidents are revealed in their natural environment with a realistic and holistic understanding and discussed by using

observation, interview and document analysis, which are some of the qualitative data collection techniques (Yıldırım and Şimşek, 2008).

2.1. Research Design

In this study, phenomenological research design was used. The phenomenological design is used to reveal the facts and incidents, which require an in-depth analysis of the experiences, in detail (Yıldırım and Şimşek, 2011). The phenomenological design investigates people's life experiences based on philosophy and psychology, which are social sciences (Emiroğlu, 2004). According to another definition, the phenomenological design originates from personal differences, deals with people's lives and it analyzes and compares these lives, experiences or phenomena (Patton, 2014).

2.2. Participants

The study group of this research consists of 19 participants working in different educational institutions in Yenimahalle district of Ankara province. The participants consisted of male and female teachers working in institutions at different levels. Since different branches, different levels and different institutions were studied, the maximum diversity sampling technique was preferred.

Thirty teachers participated in the study, but the number was reduced to 22 because the stories told by them and not related to the subject were not included in the study. Table 1 shows the demographic information of the participants in the study group

Table 1. Demographic Information of the Participants

Gender	n	f
Female	14	73.6
Male	5	26.3
Seniority		
6-10 yıl	2	10,5
11-15 yıl	5	26,3
16-20 yıl	2	10.5
21-25	3	15,7
25+	7	36,8
Age		
26-30	2	10,5
31-35	2	10,5
36-40	4	21
41-45	1	5,2
46-50	1	5,2
50+	8	42,1
Branches	n	f
English Teacher	2	10.5
Primary School Teacher	6	31.5
Office management and executive assistant	1	5.2
Grafik Fotografi	1	5.2
Child Development	6	31.5
Maths teacher	1	5.2
Biology	1	5.2
Turkish Language and Literature	1	5.2

2.4. Data Collection and Analysis

A semi-structured interview form developed by the researcher was prepared as a data collection tool. In the first part of the interview form, there are questions about the personal information of the participants. In the second part, they were asked to tell their stories about the problems they experienced during their communication with their managers. The interviews were recorded by taking consent of the participants. The stories of the participants who did not give consent were recorded by taking notes.

All the interviews were digitally transcribed (transcription of the data) and then descriptive analysis was performed. The data obtained were analyzed with descriptive analysis technique. Descriptive analysis is created and interpreted according to predetermined themes (Yıldırım & Şimşek, 2008).

Table 2. Frequency of Communication Problems among Administrators

Communication Problems	Frequency among Administrators
Prejudice	1-6
Misperception	7,8,9,21
Lack of knowledge, inadequacy	10
Criticism	20
Insecurity, timidity and fear	23
Threat	16
Discrimination and Rudeness, Indifference, Boasting	11-14
Abuse of authority	18
Lack of ability to find solutions to problems	15
Authoritarian approach (fear, intimidation)	17
Preaching of Morality	19
Gossip	22

For the validity of the data analysis, the participants' original narratives were not changed, the consistency of the codes and themes with the participants' narratives was considered, and the stories told by some participants were directly quoted. In the presentation of the findings, each story was assigned a code (such as S1, S2, S3).

3. FINDINGS AND INTERPRETATION

In this chapter, the stories told by the teachers were analyzed and evaluated.

Prejudice

The study revealed six stories of communication difficulties due to prejudice. Examples of these stories are given below:

In Story 1, we witness a prejudiced behavior conducted without listening to the counterparty. In this case, the teacher refused to communicate with the principal by acting prejudicially without listening to what the principal said. The teacher had an argument with a student's parent and did not answer the phone because he thought that the parent had complained to the school principal and that the principal had called him for this reason.

Story 1: *A parent with whom I had a problem in the classroom angrily banged on the classroom door and left. Three minutes later the principal called. Of course, I knew he was calling about her complaint. I didn't answer. After calling three times, he came to the classroom. He asked if there was a problem with my teacher's phone. I said no... I said it only causes problems for principals who call in front of parents. He didn't understand and went back. Ten minutes later he called again. He reproached. I had guessed wrong. He was only going to inform me about my course assignment from the national education department. And he'd never seen the student's parents.*

In Story 3, we witness a teacher who stops by the principal's office to meet her at the school where he is newly assigned, but does not see the principal because he was not in his office, and a principal who asks the teacher why he did not stop by her office to meet her and then sides against the teacher. The principal thought that the teacher did not stop by without asking him and sided against the teacher at the meeting and even afterwards their relationship continued to be problematic.

Story 3: *The first day I started at the school I was assigned to, there was a teachers' meeting. I first went to the principal's office to introduce myself. She was not there. In the middle of the meeting, the principal stopped and looked at me and said, "Why didn't you come to my room to meet me?" I just froze. When I said "you were not in your room", she gave me a look and continued the meeting. After the meeting I went back to her room and we met, but she was obsessed with me. She assigned all the project work burden at the school on me.*

Misperception, Lack of Empathy

One of the communication barriers is misperception. This study uncovered three stories related to misperception and lack of empathy. In Story 7, when the teacher was warned by the school principal during a discussion, the principal said "the turn is given to the greater first" and the teacher perceived the word greater to mean age, while the principal used it to mean the rank of office. The teacher stated that there were many communication problems between him and the principal because of this kind of misperception, and he even thought about audio recording to cope with this.

Story 7: *"When the school principal said "the turn is given to the greater first" and I said I was older than you (I understood age while the principal meant office). I was thinking that my principal and I misunderstood each other in our conversations. In one of our meetings, we both said at the same time that we should make a voice recording to listen and think afterwards. It was interesting that despite our mutual misunderstandings, we came up with solutions and even found the same solution."*

In Story 8, there is a lack of listening and perception. Since communication is the exchange of messages between the sender and the receiver, the effectiveness of communication is determined by the sender and the receiver together. Listening and perception capacity of the receiver is very important for effective communication. In this case, the school principal both failed to perceive the incident and failed to empathize. The fact that he asked for a report from the teacher while the teacher was upset about her daughter and then called her back and said "get well soon" when other teachers told him to do so is indicative of this lack of empathy.

Story 8: *"One day my daughter got sick and was taken to intensive care. When I recovered a bit, I called my principal, explained the situation and told him that I would not be able to come to school tomorrow. Since he was a bit inconsiderate, he told me to get a medical report if I were in the hospital and hung up. I was shocked. One asks about the child's condition first. Anyway, then he called and said get well soon because the people next to him had warned him. If you can't come, get a report and don't tire me out he says. The rest is nothing. If you die, he'll ask for the death report. They lack the skill of managing such circumstances"*

There is also misperception in Story 9. The teachers bought a gift for the school principal and a young female teacher was given the task of giving the gift. But the school principal rejected the gift. In this case, the principal may have misinterpreted the gift because the giver was of the opposite sex and may have interpreted the gift as being received by the giver and not by many teachers. In such cases it is useful to listen to the other side before rejecting. The young teacher was also shocked by this incident. Experiencing such an event at the beginning of her career is sure to have an impact on her future relationships.

Story 9: *We had bought a shirt as a gift for my school administrator on teacher's day. After he had given all the teachers their teacher's day gifts, it was time to give the teachers' gift to our administrator. Since he is a person who attributes different meanings to hierarchy, at the moment of giving the gift, he did not realize that it was a gift or for some other reason he did not take the gift by answering "Not now". I just left the package on the floor and then I did not pursue who took it from there and how. I did not get into the business of receiving and presenting the gifts of the superiors in that school again.*

In Story 21, the school principal perceived the teacher's request to close the window as an order, even though it was not intended so, and sided against the teacher. However, the teacher was extremely meticulous and tried to do her duty properly.

Story 21: *In my school, the teachers on watch that day were always responsible for everything in the school, especially the windows. It was as if there was no one else in the school to do that job. I am a person with a very developed sense of responsibility. When I am given a job, I am very meticulous so that there is no mistake. One day when I was on watch, there was an emergency and I was going to leave early, there were only 2 hours of class left and the deputy principal was going to teach for those 2 hours. He told me that I could leave, I thanked him, but I was meticulous on duty, I made the mistake of saying "Sir, the windows depend on you, will you close them when you leave?" The teacher got angry and said "I am the one who gave you this duty, how could you say such a thing to me". I couldn't answer at all during the fight, I froze, I went home and cried, but I was troubled inside, I went back to school again. I went to the principal's class. I said, "Sir, what you did was unbecoming of you." I think he realized that what he did was wrong and this time he didn't answer.*

Lack of Information

Lack of information creates a barrier between the source and the target in the communication process. If the receiver does not have enough information to comprehend the message, he/she may make wrong interpretations. The story 10 is about such a gap. The story shows that school principals do not know the legislation on trade unions. The best thing he could have done here was to abstain from saying "no" immediately without searching for the issue, but he said "no" at first and when the teacher objected, he had to back down.

Story 10 *"I was a union executive and I asked for a day off once a week, which was my right according to Law No. 4688, but he didn't do it even though I told him, we argued and then he corrected this."*

Discrimination and Rudeness, Indifference, Boasting

In this study, three stories were found about administrators discriminating against teachers and not giving importance to the other person. People want to be respected by the people around them. Especially in schools, administrators should be careful towards teachers. They should show that they care about them. Teachers' high job satisfaction at school will be reflected on their students and teachers who feel good about themselves will be more successful and this will have a positive impact on the quality of education. Story 11 is a striking example of the discrimination between vocational teachers and culture course teachers, especially in vocational schools. The deputy principal does not value the culture course teacher so much that he either does not realize or deliberately does not offer tea to the vocational teacher while offering it to the other teacher. In both cases, this makes the culture teacher feel very worthless.

Story 11: *"Our school was a vocational school. A deputy principal called me to his office. They were going to form a commission for an exam, so I went to his room and he talked to me for a few minutes and then the vocational teacher came in. When he arrived, the principal asked him what he was going to drink, but he didn't turn to me and ask me what I would like to drink. I was very upset, but the other teacher realized the situation and said, "Sir, have a drink too." That teacher was also a guest, but he was so disturbed by the*

situation that he felt the need to ask. I said, "Thank you, sir, I won't have anything." Most administrators in vocational high schools don't take culture teachers seriously."

Story 12: *I was in charge of a commission consisting of 1 math teacher and 2 literature teachers in a vocational high school. We were preparing students for a mind games competition. The competition was held and our student came first. Only our math teacher attended the award ceremony. A ceremony was also held at the school and only our name was read out, our math teacher and our student attended this ceremony. That year our school prepared a district ceremony. At the end of the ceremony, the principal introduced me to the other principal as "Ms., the math teacher of our school". In a school where I had been working and actively involved for years, the principal did not know my branch.*

People always want to be noticed. This is a natural human need. Being known by the administrators at the school where they work is a situation that people like. For example, if a teacher calls a student by name, the student becomes happy. The situation is not very different for adults. One of the functions of communication is to be recognized. When people communicate, they are actually saying "I am here too". In Story 13, the fact that the administrator does not recognize the teachers in his school shows his indifference towards his school. In Stories 13 and 14, it is seen that school administrators discriminate between teachers. Discrimination in communication, especially in interpersonal relations, will cause problems in communication. When people think that they have been wronged, it may cause not only problems in communication but also other problems such as decreased job satisfaction and organizational silence.

Story 13: *A home economics teacher close to the principal was appointed as workshop supervisor in the child development department. Our objection on the subject was not listened to. We had written on the request form for the head of the department that we did not want this. A home economics teacher has been the head of the child development workshop for 5 years.*

Story 14: *"As two teachers, we shared the branch lessons, we had a very tiring year, towards the end of the year, when I said in a chat environment "we were very tired as Child Development teachers this year and we were assigned both classroom teaching and club teaching, next year at least we should be assigned either club or classroom teaching", the school principal said "you shouldn't have taken so many lessons". I get angry every time I think about it. We didn't want to take so many classes as two friends, but they said that there was no one else to teach and that it was within our additional course limit."*

Lack of Ability to Find Solutions to the Problems

One story was heard in this chapter. In Story 15, high school teachers' children studying in the elementary school next door finished school forty minutes earlier, and instead of finding a solution, administrators tell teachers not to let their children come to school, which only stresses them out. Here, administrators' low ability to find solutions to problems, or even objecting without looking for a solution at all, causes teachers to experience difficulties. This may cause communication problems between administrators and teachers. The administrator is a problem solver, a solution maker. If he/she does not have those skills, there will be communication conflicts between teachers and administrators in the school.

Story 15: *One day the school principal asked the teachers' council to ban our children from coming to our school from now on. When no one objected, I took the floor and suggested that banning them would not be a solution and that the administrator should solve the problem from all aspects, for example, if the teacher on duty took care of these children, the problem could be solved in every aspect. It was accepted and implemented. It is of great importance that administrators adopt a multifaceted and inclusive approach when seeking solutions to problems.*

Threatening, Slandering

A story was also encountered in this chapter. One of the barriers to communication is threatening. The expression "I will report you" in Story 16 is a miscommunication. There is also slander here. Fear can create submission. It can lead to "trying" to see if the consequences will occur. It can cause resentment, anger, rebelliousness. It makes you think that you are not respected. (Yilmazer, 2020: 199)

Story 16: *In my first year of teaching, I asked the parents for cushions for the children to rest during the children's rest hour. I never got along with my principal, and one day he came to me and said that if you didn't do what I wanted, I would report you for making the children take medicine every day at noon and force them to sleep.*

Authoritarian approach (intimidation)

Our story in this chapter shows that school administrators resort to intimidation in the authoritarian approach. The school administrator intimidated the teachers with his impulsive behavior. Fear and intimidation is one of the barriers to communication. People do not want to communicate with people they are afraid of.

Story 17: *"A former manager of ours was very impulsive and unpredictable, so when we heard the sound of heels in the corridor, everyone would run to one side to avoid confrontation and this memory came to my mind"*

Abuse of Authority

Abuse of Authority can be defined as not keeping personal relationships separate from professional work life. People do not have to like everyone they communicate with in their working life. But first of all, they should be

respectful to each other and personal feelings should not be mixed with business life. Employees should be appreciated by their managers, and feeling wronged will cause the person to stop communicating with the other person. Here the principal gives scores according to whether the relationship is good or not rather than the success of the teacher.

Story 18: *"I was working in a district in Eskişehir. It was my first year as a permanent teacher. I worked in various positions in the district commissions and in my school. In this academic year, I was given a certificate of appreciation from the district and a certificate of appreciation from the district governorship. Because I did not get along well with my school principal, I was given the lowest score in the school in the internship practice training in the same year."*

Preaching of Morality

Preaching morality is one of the barriers to communication. It can make people defend their position more vehemently. In this story, the vice principal's telling the Teacher, "Tell her to sit down straight. She is already divorced, she should pay attention to the way she dresses" is perceived in a manner that he was trying to give a moral lesson to the teacher and naturally, he received a reaction from the teacher and the teacher cut off the communication with the vice principal.

Story 19: *On a special day, I was a speaker at a ceremony with the district protocol. Before the ceremony started, I was sitting on one side, on the stage. The deputy principal of the school tugged on the arm of my friend who was going to be the speaker at the ceremony and said, "Tell her to sit properly. She's already divorced, she should watch how she dresses." My friend conveyed this to me as he wanted. I never got up from my seat and continued to stand on the stage. From that moment on, I started my cold war with him. I ignored him, I looked at him with hatred and I completely cut off my communication with him and only continued my communication with the principal of the school. He could barely withstand this psychological warfare and one day he came to my classroom while I was lecturing. He started explaining himself to me at the door of the classroom. He told me that he did this because he wanted to be my "big brother". I reminded him that he was my administrator, not my brother, and I told him that the fact that I was divorced did not concern him. He claimed that he had never said anything about me being divorced and implied that my friend, whom he had asked to bring me his statements, was lying. Towards the end of the communication, he tried to suppress me again with reinforcements such as "Do you understand me, do you understand me". I said, "You will understand me, not me you." Finally, he said, "I'm sorry!" and left my classroom, and from that day on he was careful in his behavior and attitude towards me. However, he was married and was flirtatiously using his status to abuse another married female teacher friend at school. This moment expresses misperceptions in society rather than misunderstanding. However, as women teachers, we can be subjected to a lot of abuse due to our gender because of the glass ceiling and the fact that the management is in the hands of men.*

Criticism

Criticism is a communication barrier. Some people do not accept criticism and tend to think that they are right even if they are wrong. Here, although the teacher was right, the deputy principal dismissed the situation because he did not like to be criticized and then put a barrier between him and the teacher. He even started to behave badly.

Story 20: *".....I was very upset and went to the vice-principal and said, "Sir, I am very offended by what you did. You disrupted my class schedule so much, you made a great schedule for the friend who came. I said, "We have been friends for so many years, don't I deserve any favor?" The vice principal got very angry and upset. "No way," he denied it. From that day on, he was obsessed with me. He snapped at me at every opportunity."*

Gossip

Gossip is seen as a barrier to communication, especially as it increases the possibility of false news spreading. It is not right for what is written in a private group to be forwarded to the principal and for the principal to find out about this situation and to speak against the teacher. It is also not right for the teacher to talk about the other teachers of the school, even in a private group.

Story 21: *"We had a whatsapp group among teachers. A friend of mine wrote something about his behavior towards the students and I and a few other friends commented on it. This got to the ears of the school principal and he took me aside and warned me, "Why are you interfering in such a thing?" I said that this group was a private group and that I could write whatever I wanted in that group and no one could interfere. When the principal said that if this was heard outside the school, it would give the school a bad name, I agreed. My intention was never like this, I just wanted to warn my friends. The problem here is the person who brought the words to the principal and what he did is not right. The school principal cannot interrogate me for what I did in private."*

In order to create a positive communication environment in the school organization, teachers and administrators should do their duties and gossip environments should not be tolerated. However, in this case, it was seen that the administrator used some teachers to get information about the other teachers and prepared the gossip environment with his own hands.

Insecurity, timidity and fear

Story 22: "I started teaching when I was 22. The first year I started school, I submitted the grades. At that time, grades were not entered on the computer. One day after I submitted my grades, the vice principal called me and told me to change the student's grade. As a 23-year-old new teacher, I did as he said, but even years later I blamed myself for why I changed it."

Since it is the first years of teaching, the teacher feels insecure, timid and afraid, so he/she cannot oppose what they tell him/her to do. Here the behavior of the administrators is unethical. The teacher is also quite at fault, but the fact that he/she is new in the profession can redeem this mistake to some extent. Correcting the grade in the student's favor can also make the situation a bit more positive.

4. CONCLUSION, DISCUSSION AND RECOMMENDATIONS

In this study, the communication situations between teachers and administrators were analyzed based on the stories told by teachers. The findings revealed that the most common communication problem between teachers and administrators was prejudice. Prejudice is an attitude that cannot be considered together with education. Being prejudiced will negatively affect the communication between teachers and administrators. For this reason, especially administrators should create an open, supportive, facilitative and cooperative school environment in a way to eliminate prejudices. The literature review indicates that the most common communication barriers (Edelman, 1994; Frunzi & Halloran, 1991, p. 366) were misperceptions, different value judgments, defensive behavior (Frunzi & Halloran, 1991, p. 366), being prejudiced, not using body language effectively (Sember & Sember, 2007, p. 116).

While Bingöl (2013) found that administrators and teachers did not misperceive each other in the communication process and did not distort each other's views, in this study, contrary to Bingöl's results, when we look at stories 7, 8, 9, it is seen that teachers stated that administrators misperceived them. Ekici (2020) and Özmen and Özdemir (2012) also support the results hereof.

It is seen in Story 21 that the difference in status creates problems in the communication between teachers and administrators. The results of the studies conducted by Doğan et al. (2014) and Bolat (1996) also support this finding. Ersoy (2006) reported that administrators reflect status differences in their relations with teachers.

In this study, it is observed that there are communication problems between teachers and administrators due to lack of empathy. This result is also supported by the results of Bingöl's (2013) study. In Bingöl's study, it was determined that lack of empathy was one of the communication problems between teachers and administrators.

There was one case of communication problems due to criticism. In Story 20, the teacher thought that she had been treated unfairly and when she expressed this to the vice principal, she was met with a huge denial and then their communication broke down because of this criticism.

Threats were also found to be a communication barrier in this study. In Story 16, the administrator not only threatens but also slanders. In this case, it cannot be expected that the communication between the administrator and the teacher will be good. First of all, the teacher does not feel safe at the workplace.

Administrators' inability to solve problems causes teachers to experience difficulties. In Story 15, it is seen that instead of finding solutions to teachers' problems, administrators make decisions that make teachers' lives more difficult. Güven and Akyüz (2001) found that having enough information about the problem increases the effectiveness of possible solutions. For this reason, it is useful for school administrators to first research what can be a solution to the problem and then respond to teachers about their problems.

We also notice that there are communication problems between administrators and teachers due to discrimination and rudeness, not giving importance to individuals and boasting. Three stories were found on this issue. The finding that administrators are sometimes not polite to teachers was also found in Ekici's study (2020 :309).

Recommendations

- 1- The results of the study reveal that school administrators are in need of empathy skills. In this case, providing training on this subject and improving their empathy skills can be proposed.
- 2- We suggest that administrators and teachers use clear expressions against misunderstandings. They are expected to be sensitive about avoiding indirect expressions while conveying their feelings and thoughts.
- 3- Administrators should receive training on problem solving.
- 4- Communication is a two-way process. It would be beneficial for both administrators and teachers to receive an effective communication training.

Research and Publication Ethics Statement

This article was written considering the principles of research and publication ethics. For this research from Çankaya University Ethics committee approval was obtained with the date of 02.11.2022 and number: E90705970-605-116348

Contribution Rates of Authors to the Article

This research was conducted by the author alone.

Statement of Interest

The author declared that there is no conflict of interest.

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