

School Administrators' Communication Competencies as a Predictor of Teacher Motivation: An Analysis of Canonical Correlation

Bayram BOZKURT¹ 

Abstract: The purpose of this study is to examine the relationship between school principals' communication competences and teachers' motivation according to teachers' perceptions. The sample of the study designed in predictive correlational model consists of 474 teachers. 'The Communication Competencies Scale' and 'The Motivation Scale' were used as data collection tools in the study. As a result of the research, according to the teachers' perceptions, it was determined that there was a positive and moderately significant relationship between school principals' communication competencies and teacher motivation. As a result of a canonical correlation analysis, it was determined that communication competences and teacher motivation data sets shared a variance of 52%. In addition, it was found that there was a significant relationship between the variables of empathy, social relaxation and support in the communication skills dataset, and the variables of relationship with principals' individual needs, working with principals, principals' behaviour and attitudes, and respect for principals in the motivation dataset. In line with this, it is predicted that school administrators' appreciation of teachers' successful work, democratic attitudes, and efforts to convince teachers that their work is important will increase teachers' motivation.

Keywords: communication, motivation, canonical correlation.

Öğretmen Motivasyonunun Bir Yordayıcısı Olarak Yöneticilerinin İletişim Yeterlikleri: Kanonik Korelasyon Analizi

Öz: Bu araştırmada okul yöneticilerinin iletişim yeterlikleri ile öğretmenlerin motivasyonları arasındaki ilişkinin öğretmen algılarına göre incelenmesi amaçlanmaktadır. İlişkisel tarama modelinde tasarlanan araştırmanın örneklemini Türkiye'nin güneyinde yer alan bir büyükşehir merkez ilçesinde görev yapan 474 öğretmenden oluşturmaktadır. Araştırmada veri toplama aracı olarak "İletişim Yeterlikleri Ölçeği" ve "Motivasyonu Ölçeği" kullanılmıştır. Araştırma sonucunda öğretmen algılarına göre okul yöneticilerinin iletişim yeterlikleri ile öğretmen motivasyonu arasında pozitif yönde orta düzeyde anlamlı bir ilişki olduğu belirlenmiştir. Kanonik korelasyon analizi sonucunda ise iletişim yeterlikleri ve öğretmen motivasyonu veri setlerinin %52'lik bir varyans paylaştıkları tespit edilmiştir. Bununla birlikte iletişim yeterlikleri veri setinde yer alan anlama-empati, sosyal rahatlık ve destekleme değişkenleri ile motivasyon veri setinde yer alan yönetici bireysel ihtiyaç ilişkisi, yönetici ile çalışma, yönetici tutum davranışları ve yönetici saygısı değişkenleri arasında anlamlı bir ilişki olduğu tespit edilmiştir. Bu doğrultuda okul yöneticilerinin; öğretmenlerin başarılı çalışmalarını takdir etme, demokratik tutum sergileme, öğretmeni yaptığı işin önemli olduğuna inandırma çabaları gibi unsurların öğretmenlerin motivasyonunu arttıracakı öngörülmektedir.

Keywords: İletişim yeterlikleri, kanonik korelasyon, motivasyon

Geliş tarihi/Received: 27/09/2024

Kabul Tarihi/Accepted: 29/01/2025

Makale Türü: Araştırma Makalesi

¹ Doç. Dr, Gaziantep Üniversitesi, Eğitim Bilimleri, bayrambozkurt@gantep.edu.tr, 0000-0002-9184-0878

Atıf için/To cite: Bozkurt, B. (2025). Öğretmen Motivasyonunun Bir Yordayıcısı Olarak Yöneticilerinin İletişim Yeterlikleri: Kanonik Korelasyon Analizi. *Van Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 22(1), 55-71. <https://doi.org/10.33711/yyuefd.1557070>

Introduction

Human beings feel the need and necessity to communicate throughout the life process. People have formed communities and lived in society since the early ages when they realised that cooperation with other people made life easier (Ekin, 2015). As a social being, humans need to be in communication with other people around them in order to exist in social life (Çelik, 2013). Communication in organisations, which are systems, is as important as blood circulation in biological systems, because the bond between the elements that make up the organisation is established through communication (Tutar & Yılmaz, 2013). The activities to be carried out within the organisation are possible through communication, but when effective communication cannot be established, information cannot be exchanged regarding existing processes and problems, improvements and corrections cannot be made, and feedback cannot be provided (Öner, 2019). Schools are open and social educational organisations consisting of human and material resources. At this point, school principals, who play a key role in making information flow effective in educational organisations and realising harmonious relationships, have important communicative roles.

In order to manage the education system and to maintain education and training activities in a healthy way, the communication between school principals and teachers comes to the fore (Doğan, Uğurlu, Karabulut, & Yıldırım, 2013). In order to realise healthy communication, school principals should be able to express their thoughts, ideas and feelings comfortably and effectively, be persuasive, have leadership qualities and be good listeners (Şener, 2015). School principals who cannot fulfil these characteristics may experience communication problems. School principals having communication problems may decrease the motivation of teachers (Argon, 2015). Any decreased motivation of teachers affects their success and their relations with their social environment, institution, family and students (Büyükses, 2010).

There are significant problems in Turkey in terms of teacher motivation (Ada, et al., 2013). It is emphasised in various studies that school principals cannot communicate with teachers sufficiently, cannot provide guidance, and cannot benefit from scientific methods in solving problems (Akçay, 2003). Related studies show that if the relationship between teachers and principals at school cannot be carried out in a healthy way, communication will weaken and therefore teachers' motivation will decrease (Hernandez & Seem, 2004). In addition, studies also emphasise that establishing qualified and effective communication in a school is the most effective method to increase teacher motivation and therefore success (Ron, 1992).

It is thought that a school principal's being open to communication, empathising, supporting the teacher, implementing practices based on the principle of equality and making the teacher feel valued will create positive emotions in a teacher (Suntani et al., 2021). In this case, it is hypothesized that there is a relationship between the communication competence of school leaders and the motivation of teachers (Hernandez & Seem, 2004; Portey, 2021; Koçak, 2013; Bektaş, 2010; Ada et al., 2013). Firstly, in the opening part of the study, the conceptual framework of communication and motivation will be discussed, and then the importance and purpose of the study will be emphasised.

Communication, according to Akan and Mehrdad (2019) is 'the transfer of feelings, thoughts or information to others in every conceivable way' The purpose of communication is to understand and to be understood (Tuna, 2012). Communication is a phenomenon that everyone knows but cannot fully define (Çaybaş, 2021). Communication skill is one of the competence areas

that a school principal should have (Koçak, 2013). Communication can be defined as a sensitivity to verbal and non-verbal messages, an effective ability to listen and an effective ability to respond (Korkut, 2005). According to Deniz (2003), communication is ‘all of the skills of coding and transmitting the messages sent by the person in a correct way, reacting effectively and listening effectively to make sense of the messages received in an error-free manner’.

In the literature, it can be seen that the phenomenon of communication is classified in different ways by different researchers. According to Tutar and Yılmaz (2013), communication can be classified as communication according to its effects, direction, code systems used, social relationship systems, location of individuals and its time-space dimension. Wiemann (1977) categorised communication as empathy competence, attachment-support competence, social comfort competence and general communication competence. Topluer (2008) classified communication as empathy, social relaxation and support. Empathy competence is an emotional intelligence skill that enables a person to understand the feelings and thoughts of the other person and therefore to be in a sensitive approach (Katman, 2010). By definition, attachment style is the individual's relationship with other people, which is thought to start in the early period of life and to be continuous (Çam & Keskin, 2010). In support, it can be expressed as individuals being with their employees in their work, social comfort competence, and the ability of the individual to easily adapt to the situation that arises as the situation changes. In order for organisations to provide the targeted product or service in a quality manner, effective communication between managers and stakeholders is required (Getmez, 2018). In the context of the purpose of the study, it was attempted to address the relationship between school principals' communication competences and teachers' motivation.

Motivation can be explained as the power that mobilises a person for a determined goal (Çelik, 2013). Motivation, which is derived from the concept of motivation, is the sum of the efforts to continuously mobilise people towards a certain goal (Eren, 2011). It is important for school principals to know teachers well and to know what motivates them (Karadeniz & Yavuz, 2009). School principals who know teachers well can motivate them better and increase their productivity. In the literature, it can be seen that the phenomenon of motivation is classified in different ways by different researchers. For the purpose of the study, Bektaş's (2010) classification of motivation as working with the principal, respect for the principal, and the principals' individual needs, behavior and attitudes were taken into consideration. Within the scope of working with a principal, the effect of the principal's success in social relations, giving feedback to the work carried out and being interested in the work completed by teachers should be measured in motivating the teachers (Tschannen-Moran, 2009). Respect for the principal is the state of being respectful from the items that are necessary for us to carry out our institutional relations in a healthy way and for effective communication skills (Bektaş, 2010). For principals, in order for work to progress efficiently in an organisation, these managers have to create a suitable working environment by taking into account the needs and individual characteristics of their employees (Koçak, 2013). The behavior and attitudes of principals are defined as the manager's attitudes and behaviour encouraging employees to work with confidence (Bektaş, 2010).

School principals should be able to use their communication skills effectively because the importance of communication in guiding school stakeholders is undeniable. Teachers' performances need to be raised to a higher level (Aktaş, 2020), from which the importance of teachers' motivation emerges (Bektaş, 2010). Therefore, it can be inferred that there is a relationship between school principals' communication competences and teachers' motivation.

When the related literature is examined, it can be seen that studies on school principals' communication competences and teachers' motivation have been conducted in recent years (Karayiğit, 2019; Koçak, 2013; Bektaş, 2010). The studies conducted within the scope of communication competences and motivation are generally associated with classroom teachers and private schools. It can be said that there are few studies on the relationship between communication skills of school principals working at all levels affiliated to the Ministry of National Education and teachers' motivation (Ekin, 2015).

In a different population from the existing studies, the relationship between school principals' communication competences and teachers' motivation was addressed in this study. Based on the fact that there are not enough direct studies on the determined subject, it is thought that this study can contribute to the literature. The study aims to investigate the relationship between principals' communication skills and teachers' motivation in this context. In line with this objective, the research sought to provide answers to the following questions:

According to teachers' perceptions, what is the level of school principals' communication competences?

What is the level of teachers' perceptions in regard to their motivation?

Is there a significant relationship between school principals' communication competences and teachers' motivation?

Method

Research Design

In this study, the correlational survey research method was used because the aim was to reveal the relationship between the communication competencies of school principals and the motivation of teachers. Due to the determination of the relationship between the variables, correlational research is characterised as a type of descriptive research (Fraenkel et al., 2012).

Population and Sample

The population of the study consisted of 14,100 teachers working in the central district of a metropolitan city in the south of Turkey (Gaziantep-Şahinbey). The sample of the study consisted of 474 teachers who were selected from this population using a simple random sampling method. The simple random sampling method is a method in which all the units in the population are not related to any other units and are selected for a sample with an equal chance of being selected (Şen & Yıldırım, 2021). According to Akbulut and Çapık (2022), the sample size required for the application of canonical correlation analysis should be at least five or ten times the total number of variables in the data sets. In this direction, it can be said that the sample size reached for the measurement tools consisting of a total of fifty-one items is sufficient. Of the 474 teachers who participated in the study, 293 (61.8%) were female and 181 (38.2%) were male. 305 (64.3%) of the teachers were married and 168 (35.7%) were single. 380 (80.4%) were undergraduate and 93 (19.6%) were postgraduate graduates. The seniority distribution of the participating teachers is as follows: 110 (23.2%) were between 1-5 years; 156 (32.9%) were between 6-10 years; 82 (17.3%) were between 11-15 years; and 126 (26.6%) were 16 years and above. With regard to the work experience of the participants: the number of employees working 1-3 years was 224 (47.3%); 4-6 years 120 (25.3%); and 7 years and over 130 (27.4%). The amount of in-service training received

was determined as 1-3 years for 50 of the participants (10.6%); 4-6 years for 81 (17.2%); 7 years and above for 332 (70%); and those who had received none was 10 (2.2%).

Data Collection Tools and process

In the study, ‘The School Principals’ Communication Competencies Scale’ and ‘The Classroom Teachers’ Motivation Scale’ were used as data collection tools together with questions regarding the personal information of the participants.

The Communication Competences Scale

The Communication Competencies Scale developed by Wiemann (1977) and adapted into Turkish by Topluer (2008) consists of three dimensions and thirty-one items; social relaxation (seven items), affiliation/support (seven items), and empathy competence (seventeen items). The scale was graded on a five-point Likert scale (from Never ‘1’ to Always ‘5’). According to the results obtained by Topluer (2008), the Cronbach's Alpha internal consistency coefficient of the scale was calculated as .96. In this study it was calculated as .97. For the dimensions it was .97 in the empathy dimension, .89 in the social relaxation dimension, and .89 in the support dimension. In the current study, the construct validity results of the scale were $\chi^2/df=2.62$, RMR=.039, CFI=.95, RMSEA=.65, IFI=.95, TLI=.95. It was observed that the goodness of fit results were at least within the acceptable range (Kline, 2011).

The Motivation Scale

The scale developed by Bektaş (2010) consists of four dimensions and a total of twenty items: working with a principal (seven items); respect for the principal (five items); the principals’ individual needs relation (four items); and the behavior and attitudes of the principals (four items). The scale was graded on a five-point Likert scale (from ‘1’ (strongly agree) to ‘5’ (strongly disagree)). The Cronbach Alpha reliability coefficients obtained for each dimension were 0.85 and above, and the Cronbach Alpha reliability coefficient for the overall scale was calculated as .94. In this study the coefficient for the overall scale obtained was calculated as .93. For the dimensions it was found to be .85 in the dimension of working with a principal; .84 in the dimension of respect for the principal; .85 in the dimension of the principals’ individual needs relation; and .74 in the dimension of behavior and attitudes of the principals. In the current study, the construct validity results of the scale were $\chi^2/df=3.25$, RMR=.054, CFI=.96, RMSEA=.76, IFI=.96, and TLI=.95. It was observed that the goodness of fit results were at least within the acceptable range (Kline, 2011).

Data analysis process

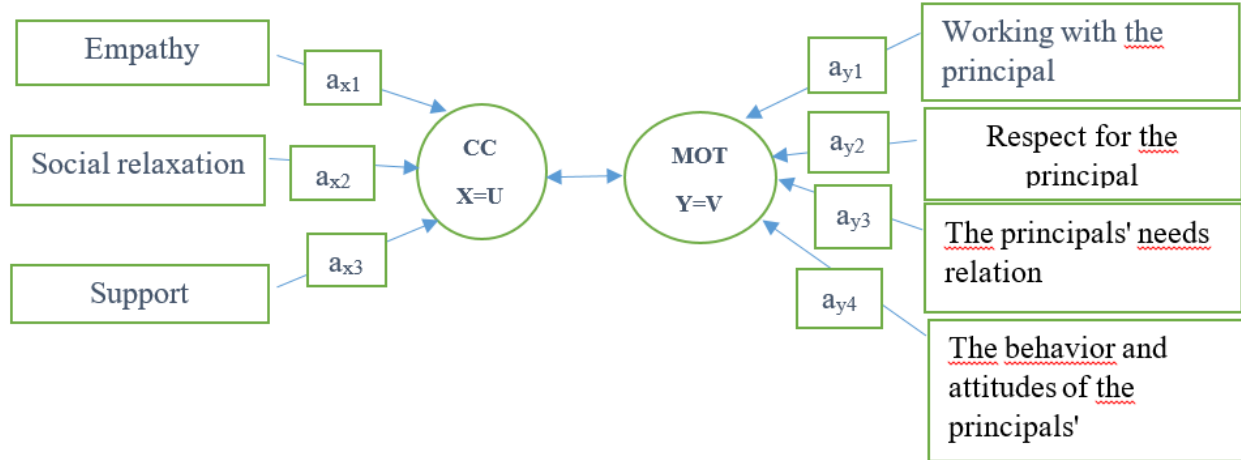
The study examined the relationship between headteacher communication competences and teacher motivation using a canonical correlation analysis. This analysis is used to determine the relationship between two variables, each consisting of at least two variables (Tabachnick & Fidell, 2013). In the analysis, linear components are first obtained. These components maximise the relationship between two variables (Everitt & Hothorn, 2011). The new variables that consist of the linear components of the variables being analysed are referred to as ‘canonical variables’ (Afifi and Clark, 1996). The canonical variables on either side of the canonical correlation equation are referred to as the ‘pair of canonical variables’ (Tabachnick, Fidell, and Ullman, 2007).

The aim of this study is to determine the relationship between the communicative competence dataset, consisting of weighted combinations of variables consisting of the empathic, social relaxation and support dimensions, and the motivation dataset, consisting of working with

the director, respect for the director, relation to the director's individual needs, behaviour and attitudes of the director's dimensions, using the canonical correlation analysis. The maximum number of canonical variable pairs is three. The scheme of canonical correlation analysis of the data set is given in Figure 1.

Figure 1

An analytical schema of communication competences and motivation data sets



According to Figure 1, ax_1 , ax_2 and ax_3 represent the canonical loadings of the independent variable X and ay_1 , ay_2 , ay_3 and ay_4 represent the canonical loadings of the dependent variable Y. X and Y variables are indicated by canonical correlation rc .

In order to apply canonical correlation analysis, the data must meet the assumptions of normal distribution and multicollinearity (Tabachnick & Fidell, 2013). To test the normal distribution of the dataset, the skewness and kurtosis values were examined and it was found that the skewness values were between -.68 and -.86 and that the kurtosis values were between .22 and .48, which are acceptable values. (George & Mallery, 2016). As a result of the analyses regarding the multicollinearity assumption, it was seen that the correlation value between the independent variables was less than 0.9, the VIF value was less than 10, the CI value was less than 30 (Albayrak, 2005), and the tolerance value was greater than .10 (Çokluk, Güçlü, & Büyüköztürk, 2012). Therefore, the assumption that there is no multicollinearity problem is accepted. In order to test the linearity assumption, the scatter plots of the scales were examined and as a result of these tests, it was found that the data set met the necessary assumptions for canonical correlation analysis. The results obtained for the analyses in the study were evaluated at the $p < 0.05$ significance level. In order to make the data suitable for analysis, the Skewness and Kurtosis values were examined to check the normal distribution after the missing data assignment, extreme value cleaning, reverse item coding and taking the arithmetic mean of the variables. The eighteen items of data that were considered to be inaccurate, careless, and not serving the purpose were not included in the analysis. The data obtained in the study were analysed by means of an SPSS 26.0 package programme.

In order to determine the participant teachers' perceptions of the school principals' communication competences and teachers' motivation, the perception levels were evaluated as follows: the 1.00-1.79 range 'Very Low'; the 1.80-2.59 range 'Low'; the 2.60-3.39 range

‘Medium’; the 3.40-4.19 range ‘High’; and the 4.20-5.00 range ‘Very High’. In addition, for the Pearson Product Moment Correlation Coefficient value range: the range of 0.00-0.20 was evaluated as ‘no relationship or very weak’; the range of 0.20-0.40 as ‘weak relationship’; the range of 0.40-0.60 as ‘moderate relationship’; the range of 0.60 -0.80 as ‘strong relationship’; and the range of 0.80-1.00 as ‘very strong relationship’ (Salkind, 2010).

Results

According to the purpose of the study, to answer the question of the level of communication competence of school principals according to the teachers' perceptions, the arithmetic mean, standard deviation, skewness and kurtosis values of the participants' responses to the ‘Communication Skills Scale’ were calculated on the basis of general and dimensional information. The results are shown in Table 1.

Table 1

The Teachers' Perception Level of the School Principals' Communication Competence

Variables	N	\bar{X}	Sd	Skewness	Kurtosis
Communication competence	474	3.90	0.81	-.86	.42
Empathy	474	3.90	0.86	-.91	.48
Social relaxation	474	3.84	0.82	-.68	.22
Support	474	3.98	0.83	-.86	.44

As can be seen in Table 1, according to the teachers' perceptions, the general perception of the school principals' communication competence (\bar{X} =3.90), empathy (\bar{X} =3.90), social relaxation (\bar{X} =3.84) and support (\bar{X} =3.98) dimensions of communication competence are also at a high level.

In order to find an answer to the question of the level of the teachers' perceptions regarding their motivation, the arithmetic mean, standard deviation, skewness and kurtosis values of the participants' responses to the ‘Motivation Scale’ were calculated on the basis of the overall scale and the dimensions; the results are shown in Table 2.

Table 2

The Perception Levels of Teacher Motivation

Variables	N	\bar{X}	Sd	Skewness	Kurtosis
Motivation	474	4.27	0.61	-.58	-.49
Working with the principal	474	4.32	0.63	-.83	.03
Respect for the principal	474	4.49	0.55	-1.03	.94
The principals' individual needs relation	474	3.86	0.97	-.82	.18
Behavior and attitudes of the principals	474	4.30	0.66	-.84	.18

As can be seen in Table 2, it was revealed that the teachers' general perceptions of their motivation ($\bar{X}=4.27$) were at an extremely high level in the dimension of working with their principals ($\bar{X}=4.32$), in the dimension of respect for their principals ($\bar{X}=4.49$), in the dimension of the behavior and attitudes of their principals ($\bar{X}=4.30$), and the dimension of their principals' individual needs relation ($\bar{X}=3.86$) was at a high level.

A Pearson correlation test was conducted to determine whether there was a significant relationship between the school principals' communication competences and the teachers' motivation in the context of the third problem of the research: 'Is there a significant relationship between school principals' communication competences and teachers' motivation?'. The findings are given in Table 3.

Table 3

The Results of the Relationship between the School Principals' Communication Competences and the Teachers' Motivation

Variables	1	2	3	4	5	6	7	8	9
1. Communication competence	1	.98**	.92**	.92**	.61**	.53**	.35**	.71**	.52**
2. Empathy		1	.88**	.88**	.61**	.53**	.35**	.71**	.51**
3. Social relaxation			1	.77**	.57**	.48**	.32**	.66**	.49**
4. Support				1	.54**	.46**	.32**	.63**	.45**
5. Motivation					1	.94**	.84**	.84**	.88**
6. Working with the principal						1	.79**	.70**	.80**
7. Respect for the principal							1	.54**	.67**
8. The principals' individual needs relation								1	.67**
9. The behavior and attitudes of the principals									1

**p<0.01

When Table 3 is analysed, according to the teachers' perceptions, there is a positive, moderately level relationship between the school principals' communication competencies and the teachers' motivation ($r=.61$; $p<.001$). There is a positive, moderately significant relationship between the principals' communication skills and working with the principal ($r=.53$; $p<.001$); a positive, weakly significant relationship between respect for the principal ($r=.35$; $p<.001$); a positive, highly significant relationship between principals' individual needs ($r=.71$; $p<.001$); and a positive, moderately significant relationship between the principals' behaviour and attitudes

($r=.52$; $p<.001$). On the other hand, the relationships between all the dependent and independent variables were found to be significant ($p<.001$).

The canonical coefficients and significance tests conducted to determine the relationship between the school principals' communication competences and the teachers' motivation according to the teachers' perceptions are given in Table 4.

Table 4

The Values of the Canonical Correlation Analysis Results

	Canonical Correlation (r_c)	Canonical Correlation Squared (r_c^2)	Eigenvalue	Wilks Lambda	F	Sd	p
1	.73	.52	1.128	.462	34.946	12	0.000
2	.12	.01	.015	.982	1.390	6	0.215
3	.06	.00	.003	.997			

When the Wilks Lambda values in Table 4 are analysed, it can be seen that only the first linear function is significant (Wilk's $\lambda = .462$; $F(12) = 34.946$; $p<.001$). Accordingly, the first canonical correlation value was found to be .73 and the common variance shared between the school principals' communication competences and the teacher motivation data sets was determined as .52.

The standardised canonical coefficients of the canonical variable pairs, which reveal the amount of change in the canonical variable for a one standard deviation change in the real data set, are given in Table 5.

Table 5

The Standardised Correlation Coefficients and Loadings of Variables

Variable	Correlation coefficient	Loading value
Set 1 (Communication competences)		
Empathy	-.94	-.99
Social relaxation	-.25	-.93
Support	.004	-.88
Set 2 (Teacher motivation)		
Working with the principal	-.37	-.74
Respect for the principal	.46	-.49
The principals' individual needs relation	-.93	-.99
The behavior and attitudes of the principals	-.14	-.72

When the canonical variables U ($U = -.94 * \text{empathy} - .25 * \text{social relaxation} + .004 * \text{support}$) and V ($V = -.37 * \text{working with the principal} + .46 * \text{respect for the principal} - .93 * \text{the principals' individual needs relation} - .14 * \text{the behavior and attitudes of the principals}$) are examined in Table 5, it can be seen that the highest contribution in the U canonical variable is provided by the understanding-empathy (-.94) dimension and the lowest contribution is provided by the support (.004) dimension. In the formation of canonical variable V, the highest contribution was explained by the dimension of the principals' individual needs relation (-.93) and the lowest contribution was explained by the dimension of the behavior and attitudes of the principals (-.14).

The cross loadings of the communication competences variable set on the teacher motivation variable set and the cross loadings of the teacher motivation variable set on the communication competences data set are given in Table 6.

Table 6

The Cross Loadings of the Variables on Each Other

Variable	Loading value
Teacher motivation (V canonical variable)	
Set 1 (Communication competences)	
Empathy	-0.73
Social relaxation	-0.68
Support	-0.64
Communication competences (U canonical variable)	
Set 2 (Teacher motivation)	
Working with the principal	-0.54
Respect for the principal	0.35
The principals' individual needs relation	-0.72
The behavior and attitudes of the principals	-0.52

When Table 6 is examined, it can be said that the role of the dimensions of the school principals' communication competencies in explaining the teachers' motivation levels are respectively understanding-empathy (-.73), social relaxation (-.68) and support (-.64); and the role of the teacher motivation in explaining the perception levels of communication competencies are the dimensions of the principals' individual needs relation (-.72), working with the principal (-.54), behavior and attitudes of the principals (-.52), and respect for the principal (.35).

Discussion, Conclusion and Recommendations

The aim of the research was to examine the relationship between school principals' communication competencies and teachers' motivation. In general, as a result of the statistical analyses conducted to determine the level of communication competencies of school principals

according to teachers' perceptions, it was concluded that the teacher participants had a high level of perception. This result coincides with the study of Çetinkaya (2011). Similar to this study, Şimşek (2003) found that all of the school principals in the study had high level effective communication skills. On the other hand, Şahin (2007) and Çelik (2013) found school principals' communication competences at an extremely high level. In Önsal's (2012) study, school principals' communication competences were found to be effective, but at a level that needs to be improved. On the other hand, Kösterelioğlu and Argon (2010) concluded that principal-teacher communication was generally positive, but not at the desired level. In a study conducted by Kocabaş and Karaköse (2005), it was concluded that teachers working in public schools did not find the management and communication skills of school principals to be at an adequate level, and these teachers stated that they could not share their problems openly and comfortably with their principals. In order for school principals' communication with teachers to be of more quality and more effective, they should have knowledge regarding communication skills and be able to communicate effectively with teachers by taking individual differences into consideration. Güneş (2007) states that the expectations of teachers in terms of the communication skills of school principals are quite high, so school principals should improve themselves in this regard and take into account the expectations of teachers. The teachers stated that the school principals were supportive in terms of communication competence, sufficient in understanding and empathising, and effective in terms of social comfort. These results show that teachers perceive themselves as individuals, they are not interrupted too much while expressing themselves, the school principals are good listeners, they are not harsh, they do not ignore teachers' feelings, and the school principals attach importance to and are interested in what the teachers say.

According to another result obtained in the study, it was determined that the teachers' perceptions of motivation were at a high level. It was concluded that the teachers' perceptions of motivation were at a high level in the dimension of the manager-individual need relationship, and at an extremely high level in the dimensions of manager respect, manager attitude behaviour and working with the manager. In Öztürk and Dündar's (2003) study, the information that factors such as appreciating employees, taking their opinions, and making decisions with the participation of people increase motivation supports the data obtained in this study. Karaköse and Kocabaş (2005) state in their study that teachers working in private schools said that their managers' attitudes and behaviour, such as appreciating positive behaviour and taking the opinions of teachers when making decisions on any subject, positively affected their job satisfaction and motivation, but teachers working in public schools showed less agreement with this item. According to the results obtained in the research, it can be said that factors such as school principals being interested in teachers' work, being sensitive, treating teachers with respect, having a positive approach to their thoughts and words, adopting a democratic attitude, giving teachers' freedom in their work and including teachers in decisions taken contribute to an increase in teacher motivation.

As a result of the research, it was revealed that there is a positive and significant relationship between the school principals' communication competences and the teachers' motivation. According to this result, it can be said that as the communication competences of school principals increase, the motivation of teachers will also increase. This can be interpreted as school principals' expressing themselves clearly and understandably, being reliable in their social relations, behaving respectfully, valuing the thoughts of employees, appreciating their work, giving information about their work, and dealing closely with the individual needs and problems of employees will lead to positive emotions in teachers and motivate them more for organisational goals. Şanlı, Altun and

Karaca (2014) conclude that teachers' motivation will be positively affected as long as school principals include effective communication. Claypool (2003) states that the most important resource of workplaces is human beings and as the quality of communication skills in workplaces increases, employees are happier and more peaceful. At the same time, Castro and Jimenez (2022) conclude in their study that school principals having communication skills motivates teachers and strengthens their job performance. However, Aksoy (2009) states that although primary school principals are aware of the importance of motivation for teachers, they do not use the necessary communication skills to motivate teachers.

While using communication skills, school principals should be aware that teachers have different individual characteristics and expectations and should take care to take teachers' needs into consideration. School principals should make situation assessments in regard to communication and miscommunication in the school and measures should be taken in line with these assessments. School principals should take care to increase the effectiveness of social relations, by appreciating the successful work of the teacher, giving the teacher a task that he/she is proud of, being interested in the work of the teacher, ensuring that the teacher does the work with pleasure while working with the teacher, showing a democratic attitude, and making the teacher believe that the work he/she does is important, as these may be the factors that provide high motivation in practice.

The Ethics Committee Permission Information: This research was conducted with the permission of the Gaziantep University Social and Human Sciences Ethics Committee with the decision numbered: E-91611957-302.08.01-318785 and dated 05/04/2023.

Author Conflict of Interest Information: There is no conflict of interest in this study and no financial support was received.

Yazar Katkısı: Çalışma tek yazarlıdır.

References

- Ada, Ş., Akan, D., Ayık, A., Yıldırım, İ. & Yalçın, S. (2013). Motivation factors of teachers. *The journal of Social Sciences Institute of Ataturk University*, 17(3) 151-166. <https://dergipark.org.tr/en/pub/ataunisobil/issue/2834/38590>
- Afifi, A. A. & Clark, V. (1996). *Computer-aided multivariate analysis*. Chapman & Hall.
- Akan, D. & Mehrdad, A. (2019). The examine of communication skills of school administrators according to teachers' perceptions. *Nevşehir Hacı Bektaş Veli University Journal of ISS*, 9(1), 287-300. <https://dergipark.org.tr/en/pub/nevsosbilen/issue/46568/546185>
- Akbulut, Ö. & Çapık, C. (2022). Multivariate statistical analysis and required sample size. *Atatürk University Publications*, 25(2), 111-116. <https://doi.org/10.5152/JANHS.2022.970637>
- Akçay, A. (2003). Can school principals influence teachers? *Journal of National Education*, 157, 75-88. http://dhgm.meb.gov.tr/yayimlar/dergiler/milli_egitim_dergisi/157/akcay.htm
- Aksoy, M. (2009). *Perception of organizational trust in organizations and its analysis in terms of demographic variables* [Unpublished Master Thesis]. Gazi University.

- Aktaş, A. (2020). *The effects of school managers on the teaching performance of autocratic, democratic, cooperative and laissez-faire leadership styles* Unpublished Master Thesis]. Sabahattin Zaim University.
- Albayrak, A. S. (2005). In case of multiple linear connections alternative to the least squares technique biased forecasting techniques and application. *Zonguldak Karaelmas Journal of Social Sciences*, 1(1), 105-126. <https://dergipark.org.tr/en/pub/ijmeh/issue/54840/750869>
- Argon, T. (2015). Views of teachers regarding whether school administrators take teachers' state of emotions into consideration or not. *Bolu Abant İzzet Baysal University Journal of Faculty of Education*, 15(1), 377-404. <https://doi.org/10.17240/aibuefd.2015.15.1-5000128614>
- Bektaş, A. (2010). *The relationship between primary school administrators' social communication competences and classroom teachers' motivation* [Unpublished Master Thesis]. Gazi University.
- Büyükses, L. (2010). *Factors affecting teachers motivation in job environment* [Unpublished Master Thesis]. Süleyman Demirel university.
- Castro, G.B. & Jimenez, E.C. (2022). Influence of school principal's attributes and 21st-century leadership skills on teachers' performance. *Journal of Humanities and Social Sciences* 4(2). 52-63. <https://doi.org/10.36079/lamintang.jhass-0402.374>
- Claypool, C.(2003). Improving the communication skills of your most valuable resource you people. *Techniques Association For Career And Technical Education*, 78(1), 56-7.
- Çam, O. & Keskin, G. (2010). Attachment process: revdew of the ldterature in terms of mental health. *Journal of Ege University Nursing Faculty*, 23(2), 145-158. <https://dergipark.org.tr/en/pub/egehemsire/issue/49599/635613>
- Çaybaş, T. (2021). *Teachers' views on the communication skills of school administrators: A mixed method research* [Unpublished Master Thesis]. Pamukkale University.
- Çelik, M. (2013). *The role of communication skills of administrators, who work at highschoools in Arnavutköy Istanbul, on teacher's motivation and academic effeteness* [Unpublished Master Thesis]. Yeditepe University.
- Çetinkaya, İ. (2011). *The relationship between secondary school principals' leadership styles and communication competences* [Unpublished Master Thesis]. Gazi University.
- Çokluk, Ö., Güçlü, Ş. & Büyüköztürk, Ş. (2012). *Multivariate statistics for social sciences SPSS and LISREL applications*. Pegem Academy.
- Çubuklu, Z. & Dündar, İ. (2003). Teachers' Perceptions and Expectations Regarding School Administrators' Communication Skills. *Journal of National Education*, (157). https://dhgm.meb.gov.tr/yayimlar/dergiler/Milli_Egitim_Dergisi/157/cubukcu.htm
- Deniz, G. (2003). *The effect of communication skills training on the level of communication skills of the students in 8th grade of elementary school* [Unpublished Master Thesis]. Gazi University.
- Doğan S., Uğurlu C. T., Yıldırım T. & Karabulut E. (2013). Evaluation of the communication process between school administrators and teachers according to teachers' opinions. *Turkish Journal of Education*, 3(1), 34- 47. <https://doi.org/10.19128/turje.181074>

- Ekin, M.S. (2015). *Analyzing the relation between headteachers' communication skills and teachers' motivation (Sample of Bitlis province / Mutki)* [Unpublished Master Thesis]. Gaziantep University.
- Eren, E. (2011). *Management and organization* (1. Ed). Beta publishing.
- Everitt, B. & Hothorn, T. (2011). *An introduction to applied multivariate analysis with R*. Springer Science & Business Media.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education*. McGraw-hill.
- George, D. & Mallery, P. (2016). *Frequencies. IBM SPSS statistics 23 step by step* In (pp. 115-125). Routledge
- Getmez, D. (2018). *Survey on relation between shcool principals' interaction competence and school athmosphere* [Unpublished Master Thesis]. Marmara University.
- Güneş, A. (2011). A theoretical study on the concept and role of body language in the process of interpersonal communication. *E-Journal New World Sciences Academy*, 6(4), 706-730. <https://dergipark.org.tr/en/pub/nwsahuman/issue/19929/213254>
- Hernandez, T. J., & Seem, S. R. (2004). A safe school climate: A systemic approach and the school counselor. *Professional School Counseling*, 7(4), 256–262. <https://www.jstor.org/stable/42732589>
- Katman, H.A. (2010). *Investigation of school administrators' empathic tendencies: The sample of Isparta province center* [Unpublished Master Thesis]. Süleyman Demirel University.
- Kocabaş, İ., & Karaköse, T. (2005). Attitudes and behaviours of school principals effect on teachers' motivation (private and public school example). *The Journal of Turkish Educational Sciences*, 1(3), 79-93. <https://dergipark.org.tr/en/pub/tebd/issue/26125/275201>
- Koçak, O. (2013). *The relation between the social communication skills of school administrators in secondary schools and the motivation of branch teachers* [Unpublished Master Thesis]. Cumhuriyet University.
- Korkut, F. (2005). Communication skills training program for adults. *Hacettepe University Journal of Education*, 28(28), 143-149. https://epale.ec.europa.eu/sites/default/files/communication_skills_training_program_for_adults.pdf
- Kösterelioğlu, M., & Argon, T.(2010). Perceptions of teachers about school administrators' effectiveness in communication process. *Ahi Evran University Journal of Education Faculty*, 11(1), 1-17. <https://dergipark.org.tr/en/pub/kefad/issue/59507/855650>
- Öner, N. S. (2019). *School managers' competencies related to organizational communication process* [Unpublished Master Thesis]. Muğla Sıtkı Koçman University.
- Önsal, A.(2012). *The Relationship between the school principals communication skills and the school culture* [Unpublished Master Thesis]. Maltepe university.
- Öztürk, M. (2003). *Business and management in terms of functions*. Papatya Publishing.

- Portey, A. (2021). An Administrator's role in motivating teachers. *BU Journal of Graduate Studies in Education*, 13(3), 4-7. <https://files.eric.ed.gov/fulltext/EJ1306680.pdf>
- Ron, R. (1992). *Student motivation school culture, and academic achivement: What school leaders can do*. Eugene, Oreg. (ERIC No: EA 023593).
- Salkind, N. J., & Frey, B. B. (2021). *Statistics for people who (think they) hate statistics: Using Microsoft Excel*. Sage publications.
- Suntani, U. T., Sasongko, R. N., Kristiawan, M., Walid, A., & Kusumah, R. G. T. (2021). The role of principal interpersonal communication on teacher's work motivation. *Education Quarterly Reviews*, 4(2), 147-151. <https://doi.org/10.31014/aior.1993.04.02.206>
- Şahin, B. (2007). *Determining the relations between coping with stress and expressing themselves of nursing school pupils* [Unpublished Master Thesis]. Haliç University.
- Şanlı, Ö., Altun, M., & Karaca, R. (2014). Assesment of the communication abilities of the school administrators according to the views of teachers and students. *İnönü University Journal Eduacational Science Instutie*, 1(2), 1-12. <https://dergipark.org.tr/en/pub/inujgse/issue/8718/108871>
- Şener, G. (2015) *Effects of school administrators' ways of communication on organizational variables and module - based practices* [Unpublished Doctoral thesis]. Fırat University.
- Şimşek, Y. (2003). *The Relationship between the school principals communication skills and the school culture* [Unpublished Doctoral thesis]. Anadolu University.
- Tabachnick, B. G. & Fidell, L. S. (2013). *Using multivariate statistics* (6. Ed.). Allyn and Bacon.
- Tabachnick, B. G., Fidell, L. S. & Ullman, J. B. (2007). *Using multivariate statistics* (5. Ed.). Pearson.
- Topluer, A. (2008). *The relationship between the communication skills of elementary principal and organizational conflict level* [Unpublished Master Thesis]. İnönü University.
- Tschannen-Moran, M. (2009). Fostering teacher professionalism in schools: The role of leadership orientation and trust. *Educational Administration Quarterly*, 45(2), 217-247. <https://doi.org/10.1177/0013161X08330501>
- Tuna, Y. (2012). Communication concept and communication process. İzlem Vural (Ed.), *Communication In* (pp. 3-35). Pegem Academy.
- Tutar, H. & Yılmaz, M.K. (2013). *İletişim (Genel ve örgütsel boyutuyla)*. Seçkin Yayıncılık.
- Wiemann, J. M. (1977). Explication and test of a model of communicative competence. *Human Communication Research*, 3, 195-213. <https://doi.org/10.1111/j.1468-2958.1977.tb00518.x>
- Yavuz, C. & Karadeniz, C. B.(2009). Sınıf öğretmenlerin motivasyonunun iş tatmini üzerindeki etkisi. *Uluslararası Sosyal Araştırmalar Dergisi*, 2(9), 507-519. <http://earsiv.odu.edu.tr:8080/xmlui/handle/11489/2823>
- Yıldırım, M. & Şen, S.(2021). Sampling and sampling methods. S. Şen & İ. Yıldırım (Eds.). *Research methods in education In* (ss. 61-92). Nobel Publishing.

Geniş Özet

Giriş

Sosyal bir varlık olarak insanın toplumsal ve örgütsel hayatta var olabilmesi için çevresindeki diğer insanlarla iletişim içinde olması gerekmektedir (Parlak, 2018; Çelik, 2013). Birer sistem olan örgütlerde iletişim, biyolojik sistemlerdeki kan dolaşımı kadar önemlidir; çünkü örgütü oluşturan unsurlar arasındaki bağ, iletişim sayesinde kurulur (Tutar ve Yılmaz, 2013). Örgüt içerisinde yürütülecek etkinlikler iletişim yoluyla mümkün olabilir ancak etkili iletişim kurulamadığında, var olan süreç ve sorunlar ile ilgili bilgi alışverişi olamaz, iyileştirme ve düzeltmeler yapılamaz, geri bildirimler sağlanamaz (Öner, 2019). Okullar da insan ve madde kaynaklarından oluşan açık ve sosyal eğitim örgütleridir. Bu noktada eğitim örgütlerinde bilgi akışını etkili hale getirmede ve uyumlu ilişkiler gerçekleştirmede kilit rol oynayan okul yöneticilerinin önemli iletişimsel rolleri bulunmaktadır (Çaybaş, 2021).

Öğretmenlerin motivasyonu açısından Türkiye’de önemli sorunlar vardır (Ada vd., 2013). Okul yöneticilerinin öğretmenlerle yeterince iletişim kuramadıkları, rehberlik yapamadıkları, sorunların çözümünde bilimsel yöntemlerden gereğince faydalanamadıkları çeşitli araştırmalarda vurgulanmaktadır (Akçay, 2003). Okulda öğretmen ve yönetici arasındaki ilişkinin sağlıklı şekilde yürütülememesi, iletişimin zayıflaması ve dolayısı ile öğretmenlerin motivasyonlarının azalacağını göstermektedir (Hernandez & Seem, 2004). Ayrıca yapılan çalışmalar bir okulda nitelikli ve etkili iletişim kurmanın öğretmen motivasyonu ve dolayısıyla başarıyı artıran en etkili yöntem olduğunu da vurgulamaktadır (Ron, 1992).

Okul yöneticileri iletişim becerilerini etkili bir şekilde kullanabilmelidirler çünkü okul paydaşlarını yönlendirme konusunda iletişimin önemi yadsınamaz. Öğretmenlerin performanslarının daha üst düzeye çıkarılması (Aktaş, 2020) gerekir ki buradan da öğretmenlerin motivasyonlarının önemi ortaya çıkar (Bektaş, 2010). Dolayısı ile okul yöneticilerinin iletişim yeterlikleri ile öğretmenlerin motivasyonları arasında ilişki olduğu çıkarımı yapılabilir. Bu kapsamda araştırmanın amacı okul yöneticilerinin iletişim becerileri ile öğretmenlerin motivasyonları arasındaki ilişkiyi incelemektir. Bu amaç doğrultusunda aşağıdaki problemlere yanıt aranmıştır:

- ✓ Öğretmen algılarına göre okul yöneticilerinin iletişim becerileri ne düzeydedir?
- ✓ Öğretmenlerin motivasyonlarına yönelik algıları ne düzeydedir?
- ✓ Okul yöneticilerinin iletişim becerileri ile öğretmenlerin motivasyonları arasında anlamlı bir ilişki var mıdır?

Yöntem

Bu çalışmada okul yöneticilerinin iletişim yeterlikleri ile öğretmenlerin motivasyonları arasındaki ilişkinin öğretmen algılarına göre ortaya koymak amaçlandığı için araştırma ilişkisel tarama modeli ile tasarlanmıştır. Araştırmanın evreni Türkiye’nin güneyinde yer alan bir büyükşehir merkez ilçesinde görev yapan öğretmenlerden oluşmaktadır. Araştırmanın örneklemi ise bu evrenden basit seçkisiz örnekleme yöntemi ile belirlenen 474 öğretmenden oluşturmaktadır. Araştırmada veri toplama aracı olarak katılımcılara ait kişisel bilgilere yönelik sorular ile birlikte “Okul Yöneticilerinin İletişim Yeterlikleri Ölçeği” ve “Sınıf Öğretmenlerinin Motivasyonu Ölçeği” kullanılmıştır. Katılımcı öğretmenlerin okul yöneticilerinin iletişim yeterliklerine ve öğretmenlerin motivasyonuna ilişkin öğretmen algılarını belirlemek için aritmetik ortalama,

standart sapma gibi istatistiksel analizler kullanılmıştır. Çalışmada, okul yöneticilerinin iletişim yeterlikleri ile öğretmenlerin motivasyonu arasındaki ilişkiyi incelemek üzere kanonik korelasyon analizi kullanılmıştır. Bu analiz, her biri en az iki boyuttan oluşan iki değişken arasındaki ilişkiyi belirlemek amacıyla kullanılmaktadır (Tabachnick & Fidell, 2013). Kanonik korelasyon analizinin uygulanabilmesi için verilerin normal dağılım ve çoklu doğrusal bağlantı varsayımlarını sağlaması gerekir (Tabachnick ve Fidell, 2013). Veri setinin normal dağılımını test etmek için çarpıklık ve basıklık değerleri incelenmiş ve çarpıklık değerlerinin -0.68 ile -0.86 arasında; basıklık değerlerinin ise $.22$ ile $.48$ arasında ve kabul edilebilir değerlerde olduğu (George ve Mallery, 2016) görülmüştür. Çoklu bağlantısallık varsayımına ilişkin yapılan analizler sonucunda bağımsız değişkenler arasındaki korelasyon değerinin 0.9 'dan az olduğu, VIF değerinin 10 'dan küçük olduğu, CI değerinin 30 'dan küçük olduğu (Albayrak, 2005) ve tolerans değerinin $.10$ 'dan büyük olduğu (Çokluk, vd., 2012) görülmüştür.

Bulgular

Öğretmen algılarına göre okul yöneticilerinin iletişim yeterlikleri düzeyini belirlemek amacıyla yapılan istatistiksel analizler sonucunda öğretmenlerin yüksek düzeyde algıya sahip olduğu sonucuna ulaşılmıştır. Bu sonuca benzer şekilde Şimşek'in (2003) çalışmasında okul yöneticilerinin tamamının üst düzeyde etkili iletişim becerilerine sahip oldukları sonucuna ulaşılmıştır. Farklı çalışmalarda Şahin (2007) ve Çelik (2013), okul yöneticilerinin iletişim yeterliklerinin çok yüksek düzeyde olduğu şeklinde bulgu ortaya koymuşlardır. Araştırmada elde edilen diğer bir sonuca göre öğretmenlerin motivasyonlarına ilişkin genel algılarının çok yüksek düzeyde olduğu, aynı şekilde motivasyon boyutlarından yönetici ile çalışma boyutunda yönetici saygısı boyutunda ve yönetici tutum davranışları boyutundaki algılarının da çok yüksek düzeyde olduğu saptanmıştır. Araştırma sonucunda okul yöneticilerinin iletişim yeterlikleri ile öğretmenlerin motivasyonları arasında pozitif yönde, anlamlı bir ilişki olduğu ortaya çıkmıştır. Bu sonuca göre okul yöneticilerinin iletişim yeterlikleri arttıkça öğretmenlerin motivasyonlarının da artacağı söylenebilir. Bu durum okul yöneticilerinin kendilerini açık ve anlaşılır şekilde ifade etmesi, sosyal ilişkilerinde güvenilir olması, saygılı davranması, çalışanların düşüncelerine değerler vermesi, çalışmalarını takdir etmesi, çalışmalarını hakkında bilgi vermesi, çalışanların bireysel ihtiyaç ve sorunları ile yakından ilgilenmesinin öğretmenlerde olumlu duygular oluşmasına yol açacağı ve onları örgütsel amaçlar için daha çok motive edeceği şeklinde yorumlanabilir. Okul yöneticilerinin öğretmene ve yaptığı çalışmalara karşı duyarlı olması, okuldaki çalışmalar konusunda öğretmeni bilgilendirmesi, karar sürecine katılımını desteklemesi gibi çabalarının öğretmen motivasyonunu arttırdığı söylenebilir.

Sonuç ve Tartışma

Araştırmada elde edilen sonuçlara göre okul yöneticilerinin öğretmenlerin çalışmalarına karşı ilgili olması, duyarlı olması, öğretmenlere saygılı davranması, düşüncelerine ve sözlerine olumlu yaklaşımı, demokratik tutumu, öğretmenlerin işinde özgür olması ve alınan kararlara öğretmenlerin dahil edilmesi gibi faktörlerin öğretmenlerin motivasyonunun artmasına katkıda bulunduğu söylenebilir. Okul yöneticileri iletişim becerilerini kullanırken öğretmenlerin farklı bireysel özelliklerinin ve beklentilerinin olduğunu farkında olarak öğretmenlerin ihtiyaçlarını dikkate almaya özen göstermelidir. Zaman zaman okulda, okul yöneticileri tarafından iletişim ve iletişimsizlikle ilgili durum değerlendirmeleri yapılmalı ve bu değerlendirmeler doğrultusunda tedbirler alınmalıdır.