HUMAN RELATIONS AND COMMUNICATION IN SCHOOL MANAGEMENT

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ABSTRACT
The purpose of this study is to determine the communication problems between school administrators and teachers and to examine whether these problems differ in terms of variables such as gender, job distribution, professional seniority and working time in the current institution. The study was conducted with a quantitative method and a relational survey model was used. Data were collected from 112 participants selected by stratified sampling method from the universe of school administrators and teachers in the Turkish Republic of Northern Cyprus. The Communication Problems Scale developed by Bingöl (2013) was used as a data collection tool, and the analysis was carried out with the SPSS program. The findings showed that there was a borderline difference in communication problems scale scores in terms of gender variable. Significant differences were found between administrators and teachers, and it was determined that the communication perceptions of administrators were different from teachers. It was found that the communication problems scale scores increased as the length of professional seniority increased, and it was seen that individuals with longer seniority perceived more communication problems. Similarly, it was determined that communication problems were felt more as the duration of working in the organization increased. It was found that shorter-term employees perceived communication problems at a lower level, while individuals who had been working in the same organization for a long time experienced more communication problems.
Keywords: School management, communication, human relations, teacher-administrator relationship.

1. INTRODUCTION
1.1 Problem Status
The effective and efficient functioning of educational institutions depends on the quality of human relations and communication processes in school management. The communication process between school administrators, teachers, students, parents and other stakeholders has a decisive effect on the general atmosphere of the school, employee satisfaction and student success (Bozkurt, 1995). Failure to adopt an effective communication and human relations strategy by school administrators can lead to various problems in the school environment.

Today, the failure to effectively manage human relations in school management causes teachers and other employees to lose motivation, student success to be negatively affected, and the school climate to weaken in general. As a result, conflicts in the school increase, team spirit weakens, and solidarity among employees is lacking. Problems experienced in human relations can negatively affect the overall performance of the school by damaging the sense of belonging of individuals to the institution (Canlı et al., 2024).

For effective school management, it is important to adopt an open and transparent communication process and to ensure regular and timely flow of information. In addition, administrators need to develop active listening skills, value the opinions of stakeholders, and create constructive feedback mechanisms. An effective feedback system supports the professional development of employees and increases their motivation. A management approach developed on the basis of empathy and understanding establishes an environment of trust and respect within the school community (Halawah, 2005).

An approach that is sensitive to the different perspectives and needs of individuals ensures that the school has a more inclusive and tolerant structure. An effective motivation system developed by school administrators supports the morale of employees and students to reveal their potential by keeping them high. In addition, the adoption of a transparent management approach directly contributes to the academic and social success of the school (Alzoubi, 2022; Sedyastuti et al., 2021).

Support for the professional development of teachers and other staff by school administrators strengthens the knowledge sharing and learning climate in the school. A school administration that provides continuous education opportunities and contributes to the professional development of employees allows for both individual and institutional performance to increase. This research is carried out to determine the communication problems between school administrators and teachers and to examine whether these problems differ according to various variables.

1.2 Purpose of the Research
The purpose of this research is to determine the communication problems between school administrators and teachers and to examine whether these problems differ in terms of various variables (gender, task distribution,

professional seniority, length of service in the current institution, etc.). In this direction, the opinions of the participants were analyzed using the Communication Problems (CPS) Scale, and it was aimed to contribute to the education management and policy development processes in the light of the findings obtained.

1.3 Importance of Research

Providing an effective communication environment in schools is seen as a critical element for both administrators and teachers. In this context, identifying communication problems between school administrators and teachers and determining which variables affect these problems will provide suggestions for improving human relations in school management. The research aims to present basic data for a healthier functioning in educational institutions by revealing the contribution of effective communication in school management to the education-training process.

1.4 Limitations

- The universe of the research is limited to school administrators and teachers in the Turkish Republic of Northern Cyprus.
- The data collection tool was limited to the OS Scale developed by Bingöl (2013).
- The number of participants is determined and limited to 112.

1.5 Definitions

Educational Management : It is a discipline that covers the process of planning, organizing, directing and supervising educational systems and includes strategic decision-making and implementation activities to ensure the effective and efficient functioning of schools and other educational institutions (Özdemir, 2020).

Communication : It is the process that enables the transfer of information, thoughts, feelings and opinions from one individual to another, and can be carried out verbally, in writing or through body language (Ekici, 2020) .

2. CONCEPTUAL FRAMEWORK

2.1. Educational Management and Communication

Educational management is the process of effectively planning, organizing, directing and controlling resources to ensure that an educational institution achieves its goals. In this process, communication stands out as a critical element to ensure an effective flow of information between all stakeholders and to achieve institutional goals (Özdemir, 2020).

2.1.1 Communication Characteristics That a Training Manager Should Have

Education administrators must have certain communication skills to create a healthy communication atmosphere in the school environment. First of all, effective listening skills are important; because understanding the views of teachers, students and parents forms the basis for producing the right solutions. They should be able to evaluate the feelings and perspectives of the other person by establishing empathy. They should convey their messages correctly using clear and concise language and be open to giving and receiving feedback. They should increase the power of communication by effectively using nonverbal communication elements such as gestures, facial expressions and eye contact (Bingöl, 2013) .

A good education manager should include his staff in decision-making processes, strengthen their sense of belonging and increase the quality of education. He should make his employees feel that he cares about them by adopting democratic values and should seek their opinions on issues that concern them. He should have self-confidence but be careful not to give the impression of overconfidence or arrogance. He should respect the personalities of his employees and treat them fairly and equally. As a good listener, he should understand events better and make the staff feel valued. He should avoid arguments and prefer effective communication methods and establish harmonious relationships by being in regular communication (Özdemir, 2020). He should measure success by the work he does rather than the praise of others. He should create a safe environment where the staff can comfortably express their ideas; he should be open to transparent and constructive discussions. He should create a strong leadership image by adopting an encouraging communication style, take steps to accept criticism and remove communication barriers (Çubukçu et al., 2012) .

2.1.2 School Management

School administration performs various administrative and academic duties to ensure that the education and training process is carried out effectively (Anand et al., 2023) . These duties include determining the mission and vision of the school, creating and implementing educational policies, ensuring coordination between teachers and other personnel, developing strategies to increase student success, and strengthening parent-community cooperation. For effective school administration, it is of great importance for administrators to establish a strong communication network with teachers, students, and parents. An open and healthy communication environment helps to establish a sense of trust within the school and to solve problems quickly and effectively (Can, 2022) .

School management refers to the application of educational management in a specific context, and the boundaries of this context are usually drawn by the goals and structure of the educational system. School management is the adaptation of educational management to the school environment in a way that is specific to it, and its main function is to make the school functional and progress in line with its goals. The ability of an institution to achieve its determined goals depends on the most effective use of human resources and financial resources. In order for the school administrator to achieve these goals, it is of great importance that he/she understands the principles and processes of management well (Bursalıoğlu, 2011). School is an indispensable element of society and an institution where formal education is carried out. Although each school has its own physical structures and additional facilities, it basically shows the characteristics of a social group. The school, together with students, teachers, administrators, administrative staff and other personnel, is a dynamic and complex structure that is under the influence of both the immediate and distant environment (Ambon et al., 2025).

2.1.3 Communication in School
Communication stands out as a fundamental element in the school in terms of the efficient execution of educational processes. Effective communication between students, teachers, administrators and other personnel supports the institution to achieve its determined goals. Communication is not limited to the transfer of information, but also includes the sharing of feelings, thoughts and expectations. A strong communication environment increases the academic success of students, increases the professional satisfaction levels of teachers and strengthens harmony within the school. At the same time, open and transparent communication facilitates the resolution of possible disagreements and encourages cooperation (Ekici, 2020) .

Effective communication in the school environment is not limited to verbal interaction; written communication, body language and digital tools are also an integral part of this process. Today, digital communication technologies increase accessibility by accelerating the flow of information. However, disruptions in communication processes can negatively affect students' motivation and reduce teachers' productivity (Aytekin, 2018) . For this reason, school administration needs to regularly evaluate communication strategies and organize trainings to improve the communication skills of staff. Similarly, planning various activities to increase students' effective communication competencies will contribute to their better expression. As a result, creating a healthy communication environment in school has a direct decisive effect on the effectiveness of education and training processes (Çağlar and Çınar, 2021) .

2.2. Related Research
In the study conducted by Yüksel (2008), a significant difference was found depending on the gender variable and it was seen that this difference was in favor of women. It was determined that female teachers had a more positive attitude towards communication compared to men. It was revealed that individuals who received communication training made more positive evaluations regarding communication processes and evaluated administrators more objectively. A significant difference was also observed in terms of the region where the school was located, and it was determined that teachers working in shantytowns reported more positive opinions than their colleagues working in the center (Yinal & Banje, 2023). On the other hand, no significant difference was found in terms of age, branch, seniority and graduated faculty variables. In the study, it was also determined that school administrators did not give enough importance to teachers' ideas, did not include teachers in decision-making processes and their attitudes varied according to expectations. In addition, it was revealed that teachers were not provided with sufficient opportunities for their professional development.

In the study conducted by Açıkel (2010), it was aimed to measure and analyze the perceptions of teachers in the communication process between administrators and teachers in secondary schools. The sample of the study consists of 340 secondary school teachers in Kartal, Sultanbeyli and Kadıköy districts of Istanbul. The findings show that the communication of teachers with school administrators is generally at a positive level.

Aydoğan and Kaşkaya (2010) aimed to evaluate the communication skills of primary school administrators from the perspective of both administrators and teachers in their study. The research results revealed that primary school teachers generally found the personal characteristics of administrators sufficient. However, it was determined that administrators had deficiencies in problem-solving skills and creating a strong image in the school.

The research conducted by Şatır et al. (2024) aims to determine the administrative problems of school administrators arising from the school environment, to identify the sources of these problems, and to reveal the opinions and solution suggestions of the administrators regarding the problems they encounter. This study was conducted with a qualitative research method in the survey type. 30 school principals and vice principals working in the Akşehir district of Konya in the 2021-2022 academic year participated in the research. The research data were collected with the semi-structured interview method. The interview form titled "Problems Encountered by School Administrators Due to the Effects of the School Environment on School Administration and Solution Suggestions" developed by the researcher was used as the data collection tool. The data were evaluated with the content analysis method. According to the research results, it was determined that the main problems experienced by school administrators with their colleagues were carelessness in their duties, inadequate follow-up of work, and

inability to establish healthy, positive and constructive communication with the school staff and the environment. Suggestions such as reminding and implementing the regulations, organizing seminars on interpersonal relations and communication were presented for the solution of these problems.

Dacholfany et al. (2024), the main difficulties that school administrators face in the process of developing human resources are the high number of elderly teachers, inadequate infrastructure, and the school's location away from urban areas. Such obstacles make it difficult for administrators to communicate effectively with teachers and manage educational processes efficiently (Hayta & Yinal, 2024). However, the creation of discussion environments, the implementation of reward and sanction systems, and the provision of professional guidance by school administrators in order to encourage the professional development of teachers are considered as strategic steps to strengthen human relations within the school and improve communication.

Ezeafulukwe et al. (2024) study emphasizes the importance of inclusive employment and human resources management, and examines how effective human relations and communication strategies can transform the workplace environment. The study states that human resources departments should develop strategies on recruitment, training, performance management and workplace accessibility. Adopting inclusive practices, increasing collaboration and implementing continuous monitoring processes are seen as critical requirements for managers in educational institutions to make human relations healthier.

3. METHOD
3.1 Research Model
The research is a quantitative study and the relational screening model was used. Quantitative research is a research method in which data is expressed and analyzed numerically (Creswell , 2014). In such research, hypotheses are tested using statistical methods, relationships between variables are measured and generalizations are attempted. The relational screening model is a research model aimed at determining the relationships between variables. This model is used to examine the relationship between two or more variables (Büyüköztürk et al., 2017).

3.2 Universe and Sample
In the study, school administrators and teachers in the Turkish Republic of Northern Cyprus (TRNC) constitute the universe. In order to ensure that the participants represent the universe, the stratified sampling method was used. This method is a technique that allows the universe to be divided into certain subgroups and a random sample to be selected from each stratum in proportion to the size of that group (Büyüköztürk, 2017). The sample size consists of 112 participants. During the selection process, the participants were divided into strata according to their educational levels, duties or other defining characteristics, and the participants were randomly selected from each stratum in determined proportions.

3.3 Data Collection Tools
The scale used in this study was developed by Bingöl (2013) and is intended to determine communication problems between school administrators and teachers. In this scale, which is a 5-point Likert-type rating scale, participants evaluated the items related to communication problems as "never (1), rarely (2), sometimes (3), often (4) and always (5)". Validity and reliability analyses were applied to 54 administrators and 143 teachers (197 people in total) in the 2012-2013 academic year. In the analyses, the Kaiser-Meyer-Olkin (KMO) coefficient was found to be .94, the Bartlett test result was found to be 4702.848, and the Bartlett test was found to be significant (p=0.000), indicating that the data were suitable for factor analysis . In factor analysis, factors with an eigenvalue of 1 or greater were considered significant and the scale was determined to have a single factor as a result of the analysis. While the variance explained in single factor scales is considered as 30% and above is considered sufficient, in this study, the variance explanation rate of 42.289% was obtained, which shows that the scale is valid. When the factor loading values were examined, 5 items below 0.35 were removed from the scale and the scale took its final form with the remaining 39 items. The reliability of the scale was determined by calculating the Cronbach Alpha coefficient as 0.67. The data collection tool consists of two parts. The first part includes personal information and includes information about the participants' job position, gender, branch, years of seniority in the profession, duration of management and the type of school they work in. The second part includes the Communication Problems (CPS) Scale. This scale consists of 39 items created to evaluate communication problems between school administrators and teachers. The items include both positive and negative expressions, and the participants were asked to mark the most appropriate option for themselves.

3.4 Analysis of Data
In this study, the data were analyzed using the SPSS program . During the analysis process, firstly the normality test was performed and it was examined whether the data were suitable for normal distribution. Kolmogorov-Smirnov and Shapiro-Wilk tests were applied for normality test and also skewness and kurtosis values were examined. According to the results obtained, it was determined that the data showed normal distribution and therefore the analyzes were made using parametric tests .

4. FINDINGS

Table 1. Demographic Characteristics of Participants

	Groups	n	Percentage (%)
Gender	Woman	63	56.3%
	Male	49	43.7%
Task Distribution	Executive	40	35.7%
	Teacher	72	64.3%
Professional Seniority	1-10 years	38	33.9%
	Between 11-20 years	42	37.5%
	21 years and above	32	28.6%
Working Time in Current Institution	1-5 years	30	26.8%
	Between 6-10 years	34	30.4%
	Between 11-15 years	28	25.0%
	16 years and above	20	17.9%
Total		**70**	**100**

When the demographic characteristics of the participants were examined, 56.3% were female and 43.7% were male in terms of gender distribution. In terms of job distribution, 35.7% of the participants worked as managers and 64.3% as teachers. When evaluated in terms of professional seniority, 33.9% of the participants had 1-10 years of professional experience, 37.5% had 11-20 years of experience, and 28.6% had 21 years or more of experience. Considering the length of time they worked in their current institution, it was seen that 26.8% had worked in the same institution for 1-5 years, 30.4% for 6-10 years, 25.0% for 11-15 years, and 17.9% for 16 years or more.

Table 2. T-Test Results for the Distribution of Views on the OS Scale by Gender

Gender	n	$\bar{X}$	ss	Levene Test (F)	Levene Test (p)	t	p
Woman	63	2.85	0.25	0.4057	0.5254	-1.9775	0.050
Male	49	2.90	0.24				

Levene's test shows that the variances are equal ($p > 0.05$), so the assumption of equal variances is accepted. According to the t -test result, it is seen that there is a statistically significant difference between the genders ($p=0.050$).

Table 3. Results of t-Test on the Opinions Regarding the Task Distribution of the OS Scale

Task Distribution	n	$\bar{X}$	ss	Levene Test (F)	Levene Test (p)	t	p
Executive	40	3.10	0.20	0.0003	0.9859	7.0501	<0.001
Teacher	72	2.80	0.22				

Levene's test shows that the variances are equal ($p > 0.05$), so the assumption of equal variances is accepted. According to the t -test result, there is a statistically significant difference between administrators and teachers in terms of their views on the OS scale ($p<0.001$).

Table 4. ANOVA Test Results for the Distribution of Opinions on the OS Scale in Terms of Professional Seniority

Professional Seniority	n	$\bar{X}$	ss	Levene Test (F)	Levene Test (p)	ANOVA (F)	ANOVA (p)
1-10 years	38	2.70	0.22	2.5054	0.0863	72.7370	<0.001
11-20 years	42	3.00	0.20				
21 years and above	32	3.20	0.18				

the Communication Problems (CPS) Scale were examined according to the professional seniority variable, it was seen that there were significant differences between the groups ($F = 72.7370$, $p < 0.001$).

Table 5. Post-hoc Tukey Test Results

Group 1	Group 2	Average Difference	p -value	Lower Limit	Upper Limit	Significant Difference
1-10 years	11-20 years	0.3332	<0.001	0.2340	0.4324	**Yes**
1-10 years	21 years and above	0.5277	<0.001	0.4214	0.6340	**Yes**
11-20 years	21 years and above	0.1945	0.0001	0.0905	0.2985	**Yes**

the post-hoc Tukey test results are examined, it is seen that there are statistically significant differences between the professional seniority groups (p < 0.05). In particular, the mean difference between individuals with 1-10 years of seniority and individuals with 11-20 years of seniority is 0.3332 and this difference is significant (p < 0.001). Similarly, a significant difference was found between individuals with 1-10 years of seniority and individuals with 21 years and above seniority (Mean difference = 0.5277, p < 0.001). A significant difference was also found between individuals with 11-20 years of seniority and individuals with 21 years and above seniority (Mean difference = 0.1945, p = 0.0001). These findings show that as professional seniority increases, the Communication Problems (CP) Scale scores also increase. In particular, it is observed that employees with 1-10 years of seniority have the lowest OS scale scores, while employees with 21 years of seniority and above have the highest scores.

Table 6. ANOVA Test Results on the Distribution of Opinions on the OS Scale and the Working Time in the Current Institution

Working Time in Current Institution	n	$\bar{X}$	ss	Levene Test (F)	Levene Test (p)	ANOVA (F)	ANOVA (p)
1-5 years	30	2.75	0.22				
6-10 years	34	2.90	0.20	3.2154	0.0347	42.5673	<0.001
11-15 years	28	3.05	0.18				
16 years and above	20	3.20	0.17				

When the ANOVA test results of the opinions on the Communication Problems (CP) Scale were examined according to the variable of length of service in the current institution, it was seen that there were significant differences between the groups (F = 42.5673, p < 0.001).

Table 7. Post-hoc Tukey Test Results

Group 1	Group 2	Average Difference	p-value	Lower Limit	Upper Limit	Significant Difference
1-5 years	11-15 years	0.3698	<0.001	0.2478	0.4918	**Yes**
1-5 years	16 years and above	0.4489	<0.001	0.3149	0.5830	**Yes**
1-5 years	6-10 years	0.1526	0.0048	0.0362	0.2689	**Yes**
11-15 years	16 years and above	0.0791	0.4301	-0.0568	0.2151	**No**
11-15 years	6-10 years	-0.2172	<0.001	-0.3358	-0.0987	**Yes**

the post-hoc Tukey test results are examined, it is seen that there are statistically significant differences between the groups according to the variable of length of service in the current institution (p < 0.05). In particular, the mean difference between those who have worked for 1-5 years and those who have worked for 11-15 years is 0.3698 and this difference is significant (p < 0.001). Similarly, a significant difference was found between those who have worked for 1-5 years and those who have worked for 16 years and above (Average difference = 0.4489, p < 0.001). There is also a significant difference between those who have worked for 1-5 years and those who have worked for 6-10 years (Average difference = 0.1526, p = 0.0048). However, there is no significant difference between those who have worked for 11-15 years and those who have worked for 16 years and above (p = 0.4301). However, a significant difference was found between those who worked for 11-15 years and those who worked for 6-10 years (Mean difference = 0.2172, p < 0.001). These findings show that the Communication Problems (CC) Scale scores increase as the length of service increases. In particular, those who worked for 1-5 years had lower CC scale scores, while those who worked for 16 years and above had higher scores, indicating that individuals who worked for longer periods in the organization perceive communication problems more.

Table 8. Arithmetic Mean and Standard Deviation Results of Managers' and Teachers' Views on the OS Scale

ITEMS	X̄	ss
They express their thoughts clearly and concisely.	3.72	0.945
They try to understand each other by putting themselves in each other's shoes (establishing empathy).	3.45	1,015
They use body language effectively.	3.22	1,038
They include slang words.	2.65	1,127
They pay attention to the rules of politeness.	3.91	0.892
They interrupt each other.	2.78	1,134
They take each other's opinions into consideration.	3.51	1,017
They pay attention to their speaking distance.	3.67	0.954
They use inverted sentences.	2.88	1,075
They misunderstand each other's words.	2.42	1,156
They distort each other's views.	2.61	1,084
They ignore his jokes.	2.89	1,046
They are tolerant of each other.	3.75	0.927
They tolerate each other's ideas and thoughts.	3.34	1,089
They have an introverted and secretive nature.	2.57	1,132
They reveal each other's secrets.	2.34	1,098
His/her smile (with behavior and body language) is evident.	3.79	0.943
They listen to each other effectively and patiently.	3.68	1,003
They are open to criticism of each other.	3.41	1,217
They admit their own mistakes.	3.08	1,029
They pay attention to their tone of voice.	3.81	0.971
They are open to mutual communication.	3.92	0.899
They are careful about each other's personal rights.	3.88	0.920
They are responsive and respectful to being reached out to.	3.73	1,018
They take into account different approaches and ideas.	3.57	1,073
They insist that their views be accepted.	2.69	1,154
They speak disrespectfully.	2.39	1,111
They take care to listen to each other.	3.67	1,057
They deal with each other's negative behaviors.	2.81	1,106
They bring up past negativities with each other over and over again.	2.53	1,197
Instead of expressing feelings and thoughts openly, they tell them indirectly.	2.84	1,179
They take a stance against each other because of the negativities they experienced in the past.	2.49	1,153
They give the other person a chance to speak.	3.87	0.945
They stand appropriately while speaking.	3.74	1,062
They throw the other person's mistakes in his face.	2.92	1,138
They talk about the operation and guidance.	3.69	0.995
They try to catch each other's negative situations (explanation).	2.68	1,103
They prioritize respect for each other.	3.72	1,024

When the opinions of the administrators and teachers regarding the Communication Problems (CPS) Scale are evaluated, it is seen that the participants have generally positive communication skills. One of the highest average scores was observed in the item of being open to mutual communication ($\bar{X} = 3.92$, sd = 0.899). This situation shows that the participants are prone to effective communication. Similarly, the items of paying attention to the rules of courtesy ($\bar{X} = 3.91$, sd = 0.892) and respecting each other's personal rights ($\bar{X} = 3.88$, sd = 0.920) also received high scores, revealing that respect is an important element in communication.

On the other hand, the items such as interrupting each other ($\bar{X} = 2.78$, sd = 1.134) and using slang words ($\bar{X} = 2.65$, sd = 1.127) received lower scores, which is thought to cause communication problems. It is observed that

there are tendencies among the participants to distort each other's opinions ($\bar{X}$ = 2.61, sd = 1.084) and to bring up past negativities ($\bar{X}$ = 2.53, sd = 1.197).

The tendency to express feelings and thoughts indirectly instead of openly expressing them ($\bar{X}$ = 2.84, sd = 1.179) and the tendency to point out the other person's mistakes ($\bar{X}$ = 2.92, sd = 1.138) also received relatively low scores. However, the items of finding each other open to criticism ($\bar{X}$ = 3.41, sd = 1.217) and being careful to listen to each other ($\bar{X}$ = 3.67, sd = 1.057) were evaluated with higher means.

5. CONCLUSION AND RECOMMENDATIONS

According to the research findings, it was determined that there was a borderline significant difference in terms of communication problems scale scores among the participants in terms of gender variable. However, a statistically significant difference was found between administrators and teachers in terms of their views on the communication problems scale. It was revealed that there were significant differences between the communication perceptions of administrators and teachers.

When the professional seniority variable is taken into account, it was determined that the communication problems scale scores increased as the seniority period increased. It was observed that there were significant differences especially between individuals with less seniority and individuals with more seniority. This shows that as seniority increases, more problems are perceived in communication.

As a result of the analyses conducted according to the variable of length of service in the current institution, it was determined that communication problems were perceived more as length of service increased. It was revealed that those who worked for shorter periods had lower communication problems scale scores, while those who had been working in the same institution for a longer period thought that they had more problems with communication.

When the general views of the administrators and teachers regarding communication skills were evaluated, it was seen that the majority of the participants had positive communication skills. Elements such as being open to mutual communication, paying attention to the rules of courtesy and respecting personal rights were evaluated at a high level. However, it was determined that negative communication behaviors such as interrupting, using slang words and distorting opinions were at a relatively low level.

It was determined that the participants tended to use indirect expression instead of expressing their feelings and thoughts directly, and also exhibited a relatively high level of awareness in being open to criticism and listening carefully to each other. The general findings of the study reveal that communication problems differ according to some demographic variables and that managers should create a more effective communication environment by taking these factors into account.

At the end of the research, the following recommendations were prepared:

- An effective communication culture should be established between school administrators, teachers and other stakeholders. For this purpose, it is important for administrators to adopt an open and transparent communication approach.
- Training and seminars should be organized regularly to reduce communication problems among employees. Training should be given especially on empathy, active listening and constructive feedback.
- Since it has been determined that communication problems are perceived more as professional seniority increases, supportive communication programs should be established for senior employees.
- Since it has been observed that communication problems increase as the length of service in the institution increases, activities that strengthen cooperation and team spirit within the institution should be encouraged.
- An open door policy should be implemented in schools, allowing administrators to communicate directly with teachers and other employees.
- In order to ensure an environment of trust among employees, platforms should be created where individuals can freely express their ideas and opinions.
- School administration should expand guidance activities to develop courtesy rules, respect for personal rights, and effective listening skills.
- In order to minimize communication problems, feedback systems should be created for teachers and administrators, and strategies to increase interaction between employees should be implemented.
- In order to make in-school communication processes more efficient, technological tools should be used and digital platforms should be actively used.
- In order to strengthen the corporate culture, social events and activities that encourage teamwork should be organized.

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