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TEACHERS AND PRINCIPAL COMMUNICATION IN PRE-SCHOOL EDUCATION

Abstract:

Preschool education is critically important for the development of a child. Because education in this period is such that it affects the individual's future periods. The basis of personality development is discarded by pre-school education in the pre-school period. Larkin (1999), overlooking the differences in structure and size relationships between pre-school education institutions and education institutions in other steps, indicates that the hierarchy in the pre-school institutions is overall flat. From this point, he refers that the attainability to the manager in pre-school educational institutions is easier compared to the other educational institutions. In addition, students and in terms of the number of employees to be small units and to be more intense than the other education levels of the parents to the school level of communication are among the other remarkable features of this school organization.

School principal, establishing of communication in school, ensuring co-manipulations and evaluating what has been done provides school to be effective and successful. School principals must use the decision mechanism to bring the school to its purposes. School principal is a person who creates and shapes a school culture fulfilling the tasks. Therefore, in this study the importance, objectives, principles and development of the pre-school education examined in details, later the relationships of the principal and the teacher in the pre-school education studied.

□The data in this study collected with "semi-structured interview technique" located in the interviews method which is one of the data collection methods in qualitative research and analyzed by the content analysis method.

According to research Whether principals have the communication skills, they attempt to understand them and take the time to listen to them enough, pre-school education teachers consulted their ideas. Preschool education teachers consulted about whether they have faced in transferring ideas and problems exactly to the principals, said that they are able to explain their ideas and issues generally, they have no difficulties in this regard, but they have shared it with a manager in their own branches more comfortably. Pre school teachers were forced little to criticize the principals generally, but principals take into account their views.

Keywords:

Pre school, Communication, Principal, Teacher

JEL Classification: A00, A00

Preschool education is critically important for the development of a child. Because education in this period is such that it affects the individual's future periods. The basis of personality development is discarded by pre-school education in the pre-school period. Larkin (1999), overlooking the differences in structure and size relationships between pre-school education institutions and education institutions in other steps, indicates that the hierarchy in the pre-school institutions is overall flat. From this point, he refers that the attainability to the manager in pre-school educational institutions is easier compared to the other educational institutions. In addition, students and in terms of the number of employees to be small units and to be more intense than the other education levels of the parents to the school level of communication are among the other remarkable features of this school organization. From this point, it can be expected that the managers working in pre-school education have different abilities and attributes, and fulfill different roles of manager (Larkin, 1999; p. 21-32). School principal, establishing of communication in school, ensuring co-manipulations and evaluating what has been done provides school to be effective and successful. School principals must use the decision mechanism to bring the school to its purposes. School principal is a person who creates and shapes a school culture fulfilling the tasks. Therefore, in this study the importance, objectives, principles and development of the pre-school education examined in details, later the relationships of the principal and the teacher in the pre-school education studied.

Research Model

The data in this study collected with "semi-structured interview technique" located in the interviews method which is one of the data collection methods in qualitative research and analyzed by the content analysis method. For semi-structured interviews, a series of questions to be used in all the interviews are prepared. Semi-structured interview technique is a form of interview all of the questions asked in the same order as those who were interviewed on their own and allow the people interviewed answer the questions at any length (Yıldırım & Şimşek, 2005)

Study Group

The research of the study consists of the pre-school teachers working in Konya in 2013-2014 academic year. The sample is composed of 16 pre-school teacher with a multi-purpose sampling method selected from the universe. Meeting face to face with pre-school education teachers located in the sample group, it was interviewed about 60 minutes of time. Pre-school education teachers in the study group, specifying the data collected will be used for purposes other than research, were asked to specify the names to be able to answer questions in complete confidence and are provided to express all the views as it comes from the inside. Questions were asked in the same order to all of the interviewed persons and there were no limitation in their responses to the interview questions. Thus, teachers express their ideas about the School Principals' Communication themselves and are given the opportunity to describe the interview.

Collecting Data

In order to assess and examine the principals and teachers communication in Pre-School Education, the related area was investigated and then a semi-structured interview form used in this study was prepared by the researcher. To ensure the validity of the investigation form preschool experts from the Necmettin Erbakan University of Educational Sciences department was consulted about the questions posed to the

teachers. The reliability of the research is provided by forming themes separately and identifying a consensus among the issues by researchers and experts.

RESULTS:

Communication Skills and Understanding The Person; Whether principals have the communication skills, they attempt to understand them and take the time to listen to them enough, pre-school education teachers consulted their ideas. They stated that they have the communication skills of the principals, they listen to them enough, they understand them clearly and they take the time to tell them what they want. Here, it is understood from the opinions of the teachers that they measure principals' communication skills according to the nature of the institutions they work in, the type of school they work affect that they take enough time to understand and listen to their views.

The Expression of Thoughts and Problems; Preschool education teachers consulted about whether they have faced in transferring ideas and problems exactly to the principals, said that they are able to explain their ideas and issues generally, they have no difficulties in this regard, but they have shared it with a manager in their own branches more comfortably. It is understood that pre-school education teachers can convey their thoughts and problems, solve the problems more comfortably, transfer their thoughts more easily with the principals who are mainly from their branches and understand, know the preschool training; that's they stay alone in transferring to another principals, they have to solve their problems on their own.

To be able to criticize principals; Pre-school education teachers consulted about "Can you easily criticize your principal?", "Does s/he take into account your comments and suggestions?", "Why do you think that s/he does not take into account your comments and suggestions?" stated that they were forced little to criticize the principals generally, but principals take into account their views. Here, it is understood from the expression of teachers that teachers are afraid of criticizing managers because of the relationship between superiors and subordinates; even if they begin to criticize, the idea that the person is their superior necessarily affect them. It is understood that institutions in which teachers work are not effective in this regard, but seniority is effective and new teachers can approach more critically.

To be able to solve the problem with the principal; Pre-school education teachers have declared in general that principals are open-minded when they face some problems, in general they show a constructive approach, they act as a solution-oriented not discussion at the point of solving the problem about the questions "Does your principal approach open-minded and constructive to you when you face some problems?, How would you solve the problems by discussing with your principal?" It is understood that pre-school education teachers have the idea that principals should always be open-minded and need to find common solutions against the problems.

The eye of your principal; Pre-school education teachers consulted on the subject "Does your principal take into account your personal properties (age, seniority, gender, status, union, etc.) while communicating with you?" stated that principals do not consider these characteristics in general, it will be assessed differently by people, especially the consideration of the union may cause serious difficulties in communication.

Principal and Teacher's Trust; Preschool education teachers consulted on the subject that I can share all kinds of troubles with my principal in confidence in general reported that they trust in matters relating to school even if not all kinds of matter. Here again, it is understood that bilateral relations with teachers and principals and the working environment are effective.

The Negotiating and Consultative Ability of The Principal; Pre-school education teachers consulted on the subject that my principal has the ability to negotiate and consult effectively with me declared in general their thoughts that vary according to the state of the principals to dominate the pre-school education, be knowledgeable about child development, have sufficient knowledge and experience in the management point, grow up themselves.

Principal-Teacher-School Climate; Pre-school education teachers consulted on the subject that "Does your principal try school climate (air) to be as not to hinder the implementation of the employees?, Do you feel comfortable, peaceful and safe yourself in your communication with the principal?" have declared in general that principals try not to be negative school climate, but sometimes the interpersonal conflicts affect school climate negatively by the type of institution, here not only principals but also the people are responsible in the school climate.

Communication Barriers and Precautions; It is understood that the pre-school education teachers consulted on the subject that "Does your principal recognize the communication barriers (noise, technical shortcomings, expressing openness, etc.) and take measures to eliminate them or does s/he edit the communication media such as fudge or time allocation?" have answered in general that principals know the communication barriers, they regulate media for interviews about themselves if possible, they don't talk without sitting down but from time to time they could be faced with depending on the workload.

Informal Communication Channels; It is understood that pre-school education teachers consulted on the subject that "Is your principal affected by the informal communication channels (rumors, gossip, diversion, grapevine, etc.)? declared in general that some principals were affected partly from informal communication channels, this situation is also sometimes causes misunderstandings, while some principals declare that they do not consider it. It is understood that according to the characteristics of the institutions where they work the teachers, the principals, they think that they consider informal communication channels moving from the idea to dominate all areas.

CONCLUSIONS AND RECOMMENDATIONS

As a result of research, the opinions and applications about the communication of the pre-school education teachers with their principals are grouped under 10 themes below.

1. Communication Skills and Understanding The Person
2. The Expression of Thoughts and Problems
3. To Be Able to Criticize Principals
4. To Be Able to Solve The Problem with The Principal

5. Principal and Teacher's Trust
6. The Eye of Your Principal
7. The Negotiating And Consultative Ability of The Principal
8. Principal – Teacher-School Climate
9. Communication Barriers and Precautions
10. Informal Communication Channels

When the views and practices regarding the teachers and principals in pre-school education are evaluated in terms of communication model, it is understood that the shape of formal communication is seen more commonly and the types of institutions and the branch of the principal are effective in the model of teacher's and principal's communication. In addition, inevitably the lack of staff in kindergartens makes active informal communication channels. It is understood that there is not a trust issue among teachers and principals, they are open to contact, they prefer to act together in the face of problems and they give importance to the institutional culture.

Regarding the communication with teachers and principals in pre-school education;

1. Increasing the number of independent nursery and paying attention to the branch being Pre-school in the appointment of the principal
2. Closing the kindergarten is located within the Primary and Secondary Schools and being directed towards completely independent pre-schools.
3. Increasing the number of staff working in kindergartens are necessary.

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