

ANALYZING THE RELATIONSHIP BETWEEN THE INNOVATION MANAGEMENT COMPETENCIES OF THE SCHOOL ADMINISTRATORS AND ORGANIZATIONAL COMMUNICATION

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ABSTRACT

The purpose of this study is to analyze the relation between the innovation management competencies of the school administrators and organizational communication. The study is conducted in descriptive survey model. The study is conducted on the elementary school teachers working in the state elementary schools under the Ministry of National Education in Erzurum city center, 2014-2015 academic years. The sample of the study consists of 232 teachers working in 15 elementary schools selected with simple random sampling method. "The Scale of Innovation Management Competencies of School Administrators" and "Communication Scale" are used in the data collection of the study. Pearson's product-moment correlation coefficient (r) is used in determining the relationship between the variables, and multiple linear regression analysis is done to determine the prediction level of the independent variables for the dependent variables. As a result of the study, it has been determined that there is a positive relation between the innovation management competencies of the school administrators and organizational communication. According to the regression analysis results, the determining, preparing and evaluating the need for change dimensions of the innovation management competencies of the school managers scale predict significantly and positively the knowledge based communication dimension of organizational communication scale. Implementation dimension of change is not the only predictor of implementation dimension of organizational communication and evaluation dimension of change is also not the only predictor of the attitude and behavior dimensions of organizational communication.

Key Words: Management of Change, Organizational Communication

1. INTRODUCTION

While the information and technology, today's basic determinant of period of change, differentiate rapidly the individual, organizational and social requirement fields and tool, social-political systems are faced with the problems to meet the new requirements, and the problems affect all social organizations including education and schools and force them for change [1][2].

Change is literally the differentiation in anything in a specific time. Change is accepting something different [3]. When the change is considered positively, it corresponds to development. Change management is generally defined as making effective changes in the elements of the organization like culture, politics, structure and human to accommodate with the changed conditions, eliminating resistance against the change, and applying methods and strategies. Change management is the reorganization and reconstruction for an organization to renovate itself be able stand up in an environment which changes rapidly and to move ahead of the competitors, to analyze the opportunities of the change and to evaluate the potential, and to determine the best strategy and apply it [4].

Miles (1998:3) emphasizes that the leader should create the energy to start and maintain the process, should develop vision for the future, reorganize the organization according to follow out the vision and develop a detailed transformation process to move the organization from its current situation to the future in a rapid but secure way for a successful change. When examining the studies related to the change management, it is seen that the change management factors are effective in maintaining school efficiency in secondary schools [5]; information technologies are an effective competition tool in change management, that is, to comply with the changes in the external environment and this way, to take a competitive advantage [6]; the evaluation of the change management by the teachers shows that change is not only the manager's task, people who work in the same organization should manage the change together and they should see the positive aspects of the change more than the negative ones .

1.1. Change Management Competencies of the School Managers

Managing an organization can be achieved with competencies like an administrative understanding, knowledge, skills and behaviors appropriate to technological changes [7]. The competency term is a dynamic phenomenon whose meaning and shape change constantly on its own. Competency can be defined as a set of knowledge, skills, attitudes, behaviors, values, experience, methods and personal characteristics which are necessary to do the business or reach the organizational objectives [8].

School principals, as school managers, should position himself as a maestro and should pave the way for the melodious sounds to occur . When considered for the school principals, these competencies can be grouped as technical, humanistic and decision competencies. Doing the criticism which is expected from him, doing versatile evaluation, acting faster as occasions requires, reading, writing, listening and speaking which are required by effective communication are included in the technical competencies of change manager [9]. Working effectively, creating a common effort, embracing himself and the existence of others and acceptance of personal characteristics form the humanistic competencies [7]. Problem solving and having problem solving process which is considered to be within conceptual, organizational and administrative fields can be considered within decision competencies [9].

1.2. Organizational Communication

Communication has a crucial role for the managers to be successful over the individuals, groups, communities and organizations who gather together to achieve a goal. Organizational communication is the factor which provides the proper communication within the individuals and the groups in the organization [10]. Organizational communication has a central place in an organization to maintain its existence and it plays an important role in every organizational procedures [11][12].

When the managers stop communicating with the rest of the organization in change management, they prevent the individual to understand the change principles which directed them, the lessons they took from their previous experiences and the concessions they made. They unwittingly prohibit the individuals who are expected to maintain the change to participate in the change. As a result, no matter how good the change design is, the expected results and organizational objectives cannot be achieved. In educational organizations, school means the togetherness of functional individuals. One of the mandatory conditions to maintain this togetherness is communication, so the organization is a place which actualizes with communication.

Communication within the organization is a causation for an organization to exist and survive. On examining the definition of organizational communication to better understand this causation, it is defined as “sharing any kind of human activity which have a meaning within formal and informal

organizations and which has an important role in maintaining more than one individual to gather around the same goal and to make them collaborate and adapt to their environment to work in an effective way for the objectives of the organization by joining their forces” [13].

On analyzing the studies conducted on organizational communication, it can be seen that the organizational communication has an effect on motivation and job satisfaction [14]; emotional intelligence of the managers plays an active role in the communication process in the organization [7]; while the burnout levels of the teachers increase, organizational commitment and organizational communication levels decrease at the same rate [15]; according to the perceptions of general high school teachers, organizational identification is in positive relations with organizational communication [16]; organizational identification is in positive relation with organizational communication according to the perceptions of general high school teachers[16]; attitude and behavior oriented communication dimension and informal communication dimension of organizational communication scale are a significant predictor on all the dimensions of school culture [17]; that the transformational leaders get in high quality contact with their individual supporters and the shared values affect the nature of the relations eases to create vision [18].

1.3. The Relation between Change Management and Organizational Communication

Schools are the most effective educational institutions in fulfilling the social change. People first get the knowledge, skills and attitudes in the schools which are necessary for meeting the new requirements and eliminating the uncertainty created by the change. Schools maintain their existence as organizational systems which are irreplaceable, at least for this reason, for the societies to raise individuals who will shape the future anyhow and in which organized knowledge, skills and behaviors are gained [19]

Today, the biggest problem related to change that the schools encounter is that the national educational objectives are being pushed by the global political, economic and technological changes. The changes in the schools are caused mostly by the governments, however, they affect the school in all dimensions. The rate, volume and content in the changes have become the determiners of the knowledge, skills and competencies of the school managers [20] competencies related to communication, problem solving, social responsibility, managing the knowledge have gained importance [21]. The new situation has created an increasing burden for the school managers to manage the change and it has caused to define the executive competencies in change management [22]. On the condition of a change, it can be said that the attitudes and the behaviors of the school staff slightly change. These changes in individual level is based on the capacity of having new understandings, developing new behaviors and gaining new skills [23]. Today, the most distinct characteristic of a school manager as a transformational leader in the change process is that s/he is accepted as a change unit [24]. School manager as a change manager has to know the basis that an organization change process is based on [25]. Because, the school managers have an important role in managing the change process in a school [26]. Although all the individual in a school are, in a certain extent, related to the reform and reorganization, the manager who is the school leader has an important place in changing the school culture and directing the change process. In the adaptation of the change and in the situations in which the role expectations are vague, the pressure that the school managers encounter has left an unexampled effect on the job which was once very consistent. Most of the school managers tend to quit their job [27]. The school manager has become the key person to start, organize and direct the changes to be held with reorganization efforts which have become intense in the schools

With all these competencies, communication is a really important term in educational organizations. As the school managers can increase the effectivity of the school by supporting the effective communication within the school, one of the competencies that the school managers are expected to have is that they should have effective communication skills in their relations with people. In the process of communication, expressing and enlightening thoughts transparently, caring mutual communication, being a good listener, providing to share the knowledge, being sensitive to the other party and behaving in an emphatic way, considering the needs of the listeners are the factors that the school managers should consider [28].

It is thought that the quality of the communication between manager-teacher in the school directly or indirectly affects the level of accomplishing the objectives of the school and communication between teacher-student. As a result, it can be said that organizational communication is in crucial importance in all change environments including the change conditions in which participation is not preferred and direct or mandatory approaches are adopted [29].

Limited number of researches were found about the change management and organizational communication in educational organizations. In the field, the only study which analyzed the relation between those two variables is Aksoy's [29] study which is titled as "The Role of Organizational Communication in Accomplishing Change Management in the Schools." It is thought that the results of this study will significantly contribute to this field considering the importance of the communication in schools to accomplish change management victoriously in the direction of the objectives of the school. It is also thought that the study will positively contribute to the managers to improve their change management skills in school administration. In this context, the purpose of the study includes the determination of the relation between the change management skills of the school managers and their organizational communication skills. For this purpose, answers to the questions below are sought in the study;

1. What are the levels of the school managers related to their change management skills and organizational communication?
2. Is there a significant relation between the change management skills of the school managers and organizational communication according to the teachers' perceptions?
3. Do the change management skills of the school managers significantly predict the organizational communication?

2. METHOD

2.1. Research Model

In this study which is a descriptive survey model, the relations between the change management competencies of the school managers and organizational communication were analyzed according to the perceptions of the primary school teachers. The dependent variables of the study consist of duty-oriented communication, informal communication, feedback and attitude and behavior-oriented communication dimensions of organizational communication. The independent variables consist of determining the need for change in the schools, preparing the school for the change, applying the change in the school and evaluating the change dimensions of the scale of the change management competencies of the school managers. In addition, the relations between the variables and prediction levels of the independent variables were analyzed in the study as the current study findings are not considered to be adequate to make a cause and effect relation correlation.

2.2. Population and Sample

The study was conducted on the primary school teachers working in state primary school of Ministry of National Education in the center of Palandöken county of Erzurum in 2014-2015 academic years. The sample of the study consists of 232 teachers working in 15 primary schools which were selected with simple random sampling method. 114 (49.1 %) of the participants are females and 118 (50.9 %) of them are males. On analyzing the distribution of the teachers participating in the study related to their professional seniority, it is seen that 105 (%31.9) of them have 1-5 years, 76 (%23.1) of them have 6-10 years, 66 (%20.1) of them have 11-15 years, 50 (%15.2) of them have 16-20 years, 32 (%9.7) of them have 21 years and above professional seniority.

2.3. Data Collection Tools

Data collection tool of the study consists of two sections. The first section consists of demographic information of the participants such as gender, branch and period of the service in the school. In the second section, change management scale was used to analyze the perceptions of the teachers related to change management competencies of the school managers and communication scale was used to determine perceptions related to organizational communication.

The Scale of Change Management Competencies of the School Managers: The data related to the change management competencies of the school managers was collected with “Change Management Competency Scale” developed by Ak [30]. The validity and reliability was provided by Ak [30]. The scale consists of 4 dimensions. These are; “Determining the need for the change in the school”, “Preparing the school for the change”, “Applying the change in the school” and “Evaluating the change”. “Determining the need for the change” dimension includes 9 items. Alpha internal consistency coefficient related to this dimension is .93. “Preparing the school for the change” dimension includes 31 items. Alpha internal consistency coefficient related to this dimension is .98. “Applying the change in the school” dimension includes 22 items, and its alpha internal consistency coefficient is .98. “Evaluating the change” dimension includes 5 items and its alpha internal consistency coefficient is .98. Internal consistency coefficient related to the total of the scale is .95. In this study, the internal consistency coefficient was found as $r = .91$. The internal consistency coefficients of the dimensions ranged between .88 and .95. 5-likert type scale was used in change management competencies scale.

Communication Scale: The data related to organizational communication was collected with “Communication Scale” developed by Celep (2000) and used by Yetim (2010) in “Organizational Communication in General High Schools and the Relation between Organizational Identification of the Teachers” in which the validity and reliability of the scale were tested. The scale consists of 4 dimensions and 34 items. The communication scale is formed of informal communication (items 6-16), duty-oriented communication (items 1-5), feedback (items 17-23) and attitude and behavior-oriented communication (items 24-34) dimensions. In Yetim’s (2010) study, the internal consistency level of the scale was determined as Cronbach Alpha = .91. In this study, factor load values of the items in the scale ranged between 0.47 and .83. In this 4-structured scale, the total of explained variance is 53. 24 %. It was accepted that this explained variance was adequate. In the reliability analysis conducted in this study, Cronbach’s Alpha reliability coefficient of the scale was found to be .95, and Cronbach’s Alpha reliability coefficient related to the dimensions were found to be .86 for informal communication, .96 for duty-oriented communication, .83 for feedback and .86 for attitude and behavior-oriented communication, respectively.

2.4. Data Analysis

The data analysis was conducted basically in two stages. In the first stage, the data which was transferred to the computer was analyzed in terms of missing or incorrect value, and in the second stage, the sub-problems of the study were analyzed. In the incorrect value analysis, the values that were thought to be entered mistakenly were corrected.

To analyze the sub-problems, first of all, arithmetic means of the items in each sub-scale were calculated and a score was calculated for that factor. The analyses were done on these factor scores. Pearson Product-Moment Correlation Coefficient (r) was used in the calculation of the relations between the variables. In addition, Multiple Linear Regression Analysis was done to determine the prediction level of the independent variables for dependent variables. In the interpretation of the regression analyses, standardized Beta (β) coefficients and t-test results related to the significance of those were taken into consideration. In the analysis of the data, .05 significance level was based on.

3. FINDINGS

Firstly, arithmetic mean values of the items in each sub-scale were calculated to analyze the sub-problems in the study.

Table 1. Arithmetic Mean Values Related to Dimensions of Change Management Competencies of School Managers and Organizational Communication

Dimensions	\bar{X}	Ss
Organizational Communication Scale		
1.Duty-Oriented Communication	4.26	.56
2.Informal Communication	4.21	.55
3.Feedback	4.22	.53
4.Attitude and Behavior-Oriented Communication	4.19	.48
Total	4.22	.47
Change Management Competencies Scale		
1.Determining the need for change in the school	2.89	.44
2.Preparing the school for the change	3.07	.43
3.Applying the change in the school	2.64	.46
4.Evaluating the change	2.60	.49
Total	2.80	.45

As it can be seen in Table 1, the perceptions of the teachers related to the communication skill levels of school managers were determined as $X : 4.22$ in total. It is seen that the views of the teachers were the highest ($X : 4,26$) in “duty-oriented communication” dimension of communication skills, they were the lowest ($X : 4,19$) in “attitude and behavior-oriented communication” dimension. A rather high result was determined in “feedback” dimension ($X : 4,22$) and “informal communication” dimension ($X : 4,21$).

Moreover, the perceptions of the teachers related to change management competencies of school managers were determined as $X : 2.80$ in total. It is seen that the views of the teachers were the highest ($X : 3.07$) in “preparing the school for change” dimension of change management competencies of school managers scale and they were the lowest in “evaluating change” dimension ($X : 2,60$). Lower results were found in “determining the need for change in the school” dimension ($X : 2,89$) and “applying change in the school” dimension ($X : 2.64$).

Two-way correlation analysis was done in the study to determine the relation between the change management competencies of the school managers and organizational communication according to the perceptions of the teachers participating in the study, and the results are indicated in Table 2.

Table 2 The Correlations Between the Change Management Competencies of School Managers and Organizational Communication

Dimensions	1	2	3	4	5	6	7	8
1.Determining the need for change in the school	-							
2.Preparing the school for the change	.74**	-						
3.Applying the change in the school	.69**	.86*	-					
4.Evaluating the change	.39**	.56**	.53**	-				
5.Duty-oriented communication	.57**	.66**	.61**	.45**	-			
6.Informal communication	.66**	.76**	.71**	.50**	.74**	-		
7. Feedback	.63**	.69**	.65**	.52**	.60**	.70**	-	
8. Attitude and Behavior-oriented communication	.73**	.79**	.75**	.49**	.66**	.75**	.77**	-

$n = 232$; * $p < .01$

When analyzed, it is seen in Table 2 that there are significant and positive relations between the change management competencies of the school managers and organizational communication according to the perceptions of the teachers.

It is seen that there is a positive and significant relation between the determining the need for change in the school dimension of change management competencies of school managers scale and duty-oriented communication ($r=-.57, p<.01$), informal communication ($r=-.66, p<.01$), feedback ($r=-.63, p<.01$) and attitude and behavior-oriented communication ($r=-.73, p<.01$) dimensions of organizational communication. In addition to that, it was determined that there is a positive and significant relation between the preparing the school for the change dimension of change management competencies of the school managers scale and duty-oriented communication ($r=-.61, p<.01$), informal communication ($r=-.71, p<.01$), feedback ($r=-.69, p<.01$) and attitude and behavior-oriented communication ($r=-.79, p<.01$) dimensions of organizational communication.

Moreover, it is seen that there is a positive and significant relation between applying the change in the school dimension of change management competencies of the school managers scale and duty-oriented communication ($r=-.66, p<.01$), informal communication ($r=-.76, p<.01$), feedback ($r=-.65, p<.01$) and attitude and behavior-oriented communication ($r=-.75, p<.01$) dimensions of organizational communication. Lastly, it was found that there is a positive and significant relation between the evaluating the change dimension of change management competencies of the school managers scale and duty-oriented communication ($r=-.45, p<.01$), informal communication ($r=-.50, p<.01$), feedback ($r=-.52, p<.01$) and attitude and behavior-oriented communication ($r=-.49, p<.01$) dimensions of organizational communication.

In the study, multiple regression analysis was done on change management competencies of the school managers and organizational communication to predict organizational communication, and the results are indicated in Table 3, Table 4, Table 5 and Table 6.

3.1. The Prediction of Duty-Oriented Communication Dimension

The results of multiple linear regression analysis related to the prediction of duty-oriented communication dimension of organizational communication are indicated in Table 3.

Table 3 Regression Analysis Results Related to the Prediction of Duty-Oriented Communication Dimension

Variable	B	Sh	β	t	p
Fixed	.188	.300	-	.628	.531
1.Determining the need for change in the school	.203	.093	.161	2.178	.030*
2.Preparing the school for the change	.524	.137	.404	3.814	.000*
3.Applying the change in the school	.102	.117	.085	.876	.382
4.Evaluating the change	.136	.068	.118	1.999	.047*

F=49.067; $p < .05$

R=.68; $R^2=.464$

As it is seen in Table 3, the predictive power of determining the need for change, preparing the school for the change, applying the change in the school and evaluating the change dimensions of change management competencies of the school managers for duty-oriented communication dimension of organizational communication is statistically significant ($F=49.067, p<.01$). All the dimensions of change management competencies of the school managers can explain 46 % ($R=.68, R^2=.46$) of the change in the score of duty-oriented communication dimension. Determining the need for change ($\beta=.161, p<.01$), preparing the school for the change ($\beta=.404, p<.05$) and evaluating the change ($\beta=.118, p<.05$) dimensions of the change management competencies of the school managers scale positively and significantly predict the perceptions of the teachers related to duty-oriented communication dimension of organizational communication scale. Applying the change in the school ($\beta=.085, p>.01$) dimension is not solely the predictor of duty-oriented communication dimension of organizational communication.

3.2. The Prediction of Informal Communication Dimension

The results of multiple linear regression analysis related to the prediction of informal communication dimension of organizational communication are indicated in Table 4.

Table 4 The Results of Regression Analysis Related to the Prediction of Informal Communication Dimension

Variable	B	Sh	β	t	p
Fixed	-.334	.251	-	-1.332	.184
1.Determining the need for change	.237	.078	.191	3.039	.003*
2.Preparing the school for the change	.505	.115	.397	4.395	.000*
3.Applying the change in the school	.221	.098	.186	2.265	.024*
4.Evaluating the change	.116	.057	.103	2.042	.042*

F=88.910; $p < .05$ R=.78; $R^2 = .610$

As seen in Table 4, the predictive power of determining the need for change, preparing the school for the change, applying the change in the school and evaluating the change dimensions of change management competencies of the school managers together for the informal communication dimension of the organizational communication is statistically significant (F=88.910, $p < .01$). All the dimensions of the change management competencies of the school managers can explain 61 % (R=.78, $R^2 = .61$) of the change in the informal communication of the organizational communication scale. Determining the need for change ($\beta = .191$, $p < .01$), preparing the school for the change ($\beta = .397$, $p < .01$), applying the change in the school ($\beta = .186$, $p < .05$) and evaluating the change ($\beta = .103$, $p < .05$) dimensions of the change management competencies of the school managers scale positively and significantly predict the perceptions of the teachers related to informal communication dimension of organizational communication scale.

3.3. The Prediction of Feedback Dimension

The results of the multiple linear regression analysis related to the prediction of feedback dimension of organizational communication are indicated in Table 5.

Table 5 The Results of the Regression Analysis Related to the Feedback Dimension

Variable	B	Sh	β	t	p
Fixed	-.035	.266	-	-.132	.895
1.Determining the need for change	.303	.083	.251	3.652	.000*
2.Preparing the school for the change	.362	.122	.292	2.962	.003*
3.Applying the change in the school	.134	.104	.116	1.294	.197
4.Evaluating the change	.218	.060	.199	3.618	.000*

F=65.755; $p < .01$ R=.73; $R^2 = .537$

As seen in Table 5, the predictive power of determining the need for change, preparing the school for the change, applying the change in the school and evaluating the change dimensions of change management competencies of the school managers together for the feedback dimension of the organizational communication is statistically significant (F=65.755, $p < .01$). All the dimensions of the change management competencies of the school managers can explain 54 % (R=.73, $R^2 = .54$) of the change in the feedback dimension of the organizational communication scale. Determining the need for change ($\beta = .251$, $p < .01$), preparing the school for the change ($\beta = .292$, $p < .01$) and evaluating the change ($\beta = .199$, $p < .01$) dimensions of the change management competencies of the school managers scale positively and significantly predict the perceptions of the teachers related to feedback dimension of organizational communication scale. Applying the change in the school ($\beta = .116$, $p > .01$) dimension is not solely the predictor of feedback dimension of organizational communication.

3.4. The Prediction of Attitude and Behavior-Oriented Communication Dimension

The results of the multiple linear regression analysis related to the prediction of attitude and behavior-oriented communication dimension of organizational communication are indicated in Table 6.

Table 6 The Results of the Regression Analysis Related to Attitude and Behavior-Oriented Communication Dimension

Variable	B	Sh	β	t	p
Fixed	.027	.199	-	.137	.891
1.Determining the need for change	.327	.062	.301	5.273	.000*
2.Preparing the school for the change	.394	.091	.355	4.325	.000*
3.Applying the change in the school	.209	.077	.201	2.697	.008*
4.Evaluating the change	.060	.045	.061	1.340	.181

F=119.906; $p < .01$ R=.84; $R^2 = .679$

As seen in Table 6, the predictive power of determining the need for change, preparing the school for the change, applying the change in the school and evaluating the change dimensions of change management competencies of the school managers together for the attitude and behavior-oriented communication dimension of the organizational communication is statistically significant (F=119.906, $p < .01$). All the dimensions of the change management competencies of the school managers can explain 68 % (R=.84, $R^2 = .68$) of the change in the feedback dimension of the organizational communication scale. Determining the need for change ($\beta = .301$, $p < .01$), preparing the school for the change ($\beta = .355$, $p < .01$) and evaluating the change ($\beta = .201$, $p < .01$) dimensions of the change management competencies of the school managers scale positively and significantly predict the perceptions of the teachers related to attitude and behavior-oriented communication dimension of organizational communication scale. Applying the change in the school ($\beta = .061$, $p > .01$) dimension is not solely the predictor of behavior-oriented communication dimension of organizational communication.

4. RESULTS AND DISCUSSION

In this study, the relation between the change management competencies of the school managers and organizational communication was analyzed according to the perceptions of the teachers. The results of the study showed that there are relations between the change competencies of the school managers and organizational communication according to the perceptions of the teachers participating in this study.

According to the obtained arithmetic means, the perceptions of the teachers related to the communication skills of the school managers were determined as X : 42 in total. The perceptions of the teachers were found to be the highest (X : 4,26) in “duty-oriented communication” dimension of communication skills scale, and they were the lowest (X : 4,19) in “attitude and behavior-oriented communication” dimension. A rather high result was obtained in “feedback” dimension (X : 4,22) and “informal communication” dimension (X : 4,21)

In study conducted by Çınar (2010) which aimed to determine the effectiveness of the school managers in the communication process according to the views of the teachers, the teachers evaluated the effectiveness of the school managers in the communication process as positive (X =3,57). Fidan (2013) stated that the perceptions of the teachers related to the communication skill levels of the school managers were positive and X : 3,8 in total. The results of the study conducted by Çetinkaya (2012) titled as “the effect of the communication skills of the school managers on school success” support this study in terms of general communication skills (X =3.52). In addition, the study by Küçükali (2001) about the skills of the managers showed that the highest mean score was in the skill of acting in a respectful way in the interpersonal relation according to the teachers. All these studies also support the conclusion that the communication skills of the managers in the primary school are of greater importance in the perceptions of the teachers.

The views of the teachers related to change management skill levels of the school managers were determined as x : 2.80 in total. The views of the teachers were the highest (X : 3.07) in “preparing the school for the change” dimension of the scale of change management competencies of the school managers, and they were the lowest in “evaluating the change” dimension (X :2,60). A lowest score was found in “determining the need for change” dimension (X : 2,89) and “applying the change in the school” dimension (X : 2.64)

Ak [30] determined in his dissertation about change management that the perceptions of the teachers related to change management competencies of the managers were at “medium” level.

Argon [31] stated in his study about change management that the levels of change management competencies of the primary school managers are at “medium” level and adequate in all the dimensions of the change according to the perceptions of the teachers. These results support the findings we obtained through this study.

According to the obtained correlation results, there is a positive and significant relation between the change management competencies of the school managers and organizational communication according to the perceptions of the teachers. This finding can be interpreted that organizational communication level get increases as the change management competencies of the school managers increase. The school managers who play an active role in the change management can provide achieving the objectives by increasing individual performance and organizational productivity affecting the behaviors of the organization. It should be remembered that adequate communication always bring with itself a successful performance [32].

On analyzing the studies about the change management competencies of the school managers and organizational communication, it can be seen that there is a strong linear and positive relation between the change management factors and effective school factors [5]; organizational commitment and organizational communication decrease at the same rate while the burnout levels of the teachers increase [15]; organizational identification is in a positive relation with organizational communication according to the perceptions of the general high school teachers [16]; there is significant relation between the perspective of the employee about the change and confidence he has towards the organization [33]. According to these results, it can be said that organizational communication plays an effective role primarily in change management and in other several fields. Moreover, it is thought that the quality of the manager-teacher communication directly or indirectly affects the level of achieving the objectives of the school and teacher-student communication. As a result, it can be said that organizational communication has a crucial importance in all change environments including the conditions in which participation is not preferred and direct and compeller approaches are adapted [29].

As a result of the regression analyses, determining the need for change, preparing the school for the change and evaluating the change dimensions of the scale of change management competencies of the school managers positively predict informal communication and feedback dimensions of the organizational communication while applying the change dimension is not solely a significant predictor of duty-oriented communication and feedback dimensions of organizational communication. Determining the need for change means revealing the inadequacy of the current situation and the first step of preparing for the change. In this step, the managers follow some of the indicators present in the organization and they reveal the need for change clearly. For example, the need for change in the organization is clear in the situations below [34]. According to the regression analysis results related to the prediction of informal communication dimension of organizational communication, determining the need for change, preparing the school for the change, applying the change in the school and evaluating the change dimensions of the change management competencies of the school managers positively and significantly predict the perceptions of the teachers about duty-oriented communication dimension of organizational communication scale. Preparing the school for the change means to eliminate the change requirements by motivating the ones who are expected to take an active part in the change process and to be ready for the change by meeting the expectations. Considering in the perspective of this readiness, Kotter [35] who investigated the organizational change process stated that the required process to achieve the change successfully by an organization includes creating a necessity feeling, forming an advisor group, create a vision, sharing the vision, grant authorization for the other employees to accomplish the vision, planning short-term acquisitions, reinforcing the developments and creating more change and adapting new approaches to the school culture.

Determining the need for change, preparing the school for the change and applying the change in the school dimensions of the change management competencies of the school managers positively and significantly predict attitude and behavior-oriented communication dimension of organizational communication according to the perceptions of the teachers while evaluating the change dimension is not solely the significant predictor of attitude and behavior-oriented communication dimension of organizational communication. Evaluating the change means to evaluate the effects of the conducted

change on the environment of the school, education system, school members (teacher, student, parents), the views of the other school members participating in the change process, and whether the change remains or not [30]. The school managers should be a successful change manager not only in the evaluation step of the change but in all other steps of the change. A successful change manager knows best what to achieve and presents it clearly, sees the proposed change not only from his/her perspective but also from others' perspective, gets adequate support from his/her environment, criticizes the traditions but respects to the experiences, does flexible plans and monitors the results, does not lose his/her courage because of impediments, presents clearly what is going to be obtained through the change, integrates the employees to managing the change and provides them to be safe, does not hold others responsible of the change, considers the change as a rational decision, awards the people for the change adequately, shares the information about the possible outcomes, states that the change is related to the profession, and has a successful change choice [36].

The important results of the study can be summarized as below:

1) It was found that there is positive and significant relation between the change management competencies of the school managers and organizational communication.

2) Determining the need for change, preparing the school for the change and evaluating the change dimensions of change management competencies of the school managers positively and significantly predict duty-oriented communication and feedback dimensions of organizational communication while applying the change dimension is not solely a significant predictor of duty-oriented communication dimension of organizational communication.

3) Determining the need for change, preparing the school for the change, applying the change in the school and evaluating the change dimensions of change management competencies of the school managers positively and significantly predict informal communication dimension of organizational communication according to the perceptions of the teachers.

4) Determining the need for change, preparing the school for the change and evaluating the change dimensions of change management competencies of the school managers positively and significantly predict the perceptions of the teachers about attitude and behavior-oriented communication dimension of organizational communication while applying the change dimension is not solely a significant predictor of behavior-oriented communication dimension of organizational

In the light of this information, we can recommend the following to the school managers to be more successful in applying the change: they should be aware of the possible difficulties and problems which can be encountered during the change process as much as the factor which can increase the chance of success. At first, the teachers and the school staff can be reluctant about the change. As school leaders, they can eliminate this reluctance by using rewards in their actions and speech. They can make use of encouraging rewards for the school members and staff who are reluctant about the change to take risks and adapt the newly presented ideas and strategies. The efforts of developing the school requires union of forces and integration. School leaders should have the power to create a shared vision and mission and to coordinate several change efforts for the development of the school. The development efforts of the school leaders should eliminate the problem sources like fund, time and support. They should constantly train and inform the personnel. In addition, they should constantly develop and renovate themselves. They should be able to follow, be informed and shape all the innovation in the field of education for themselves. By looking at the fact that evaluating the change dimension of the change is not solely a significant predictor of attitude and behavior-oriented communication dimension, the school managers can contribute to their personal development by attending the seminar and trainings held by Ministry of National Education to contribute to the organizational culture and to motivate the teachers about the change besides the communication competencies they have in evaluating the change dimension. To eliminate this drawback, Ministry of National Education should create conditions through which the school managers can do change or innovation attempts in Turkey, their personal and professional development should be supported and seminars and trainings should be organized to improve their organizational communication skills. In our country, educational and administrative policies should be developed by reviewing the economic, cultural, political, sociological and

psychological backgrounds of the school managers working in the developed countries which are successful in change management,

In this study, the findings were obtained through the use of questionnaires. It can be recommended that in different studies, the researchers can conduct their studies through observation, interviews and interview forms and even this study can be more comprehensive by conducting it not only the teachers working in the primary school but also on the students and parents. Apart from that, it can be recommended that the study can be conducted in different cities or even across the country and it can be conducted on secondary and higher education grades apart from primary education because the population of the study was limited to the official primary school in Erzurum city center.

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