

THE IMPORTANCE OF COMMUNICATION BETWEEN SOCIAL  
STAKEHOLDERS AT SCHOOL AND HOW IT AFFECTS A STUDENT'S SOCIAL  
RELATIONS AND SCHOOL SUCCESS

BY

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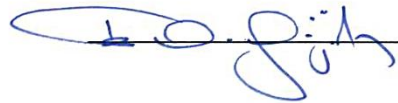
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Gizem Ergün Öcel



## **Abstract**

The aim of this study is to see if elementary school age students' communication between stakeholders at school affects their social lives and school success. This study also aims to examine the relationships and communication between stakeholders at school except students. With the methods that were used during the study, qualitative and quantitative data was aimed to collect. Because social science makes collecting qualitative data available; in depth interviews, participant observation and questionnaire could be used in this study.

The data was collected from different participants. Questionnaire were done by a private university preparation school students, in depth interviews were done with the participation of some of these students and an English teacher, a counselor, a vice principal, a student and a parent. During participant observations, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade students were observed for two semesters. In findings section of this study, all the collected data was shown and examined with the help of graphs.

With the percentages and the data, it was seen that students did not only learn the subjects at school but also they did social learning during their education. When the percentages of the questionnaire were examined, it was observed that the experiences which the students had in their elementary school ages kept affecting them, including their profession choices, even after they had graduated. In the light of the interviews, the data that were provided by both the stakeholders at school and the students, it was seen that the communication at school might not be enough for the students, the communication at houses between students' parents also affect students' communication and attitudes at school so parents can also be considered as stakeholders at school.

*Key Words: communication at school, the effect of hidden curriculum, school culture*

## Özet

Bu çalışmanın amacı ilköğretim çağındaki öğrencilerin okuldaki paydaşlarıyla olan iletişiminin öğrencilerin sosyal hayatlarında ve okul başarılarında etkisi olup olmadığını görebilmektir. Bu çalışma aynı zamanda okul içindeki öğrenciler dışında diğer paydaşların da birbirleriyle olan iletişimini de incelemeyi amaçlamaktadır. Çalışma sırasında kullanılan yöntemlerle, kantitatif ve kalitatif bilgi toplanması hedeflenmiştir. Sosyal bilimler sayısal veri dışında başka metotlarla veri toplamayı mümkün kıldığından, derinlemesine görüşmeler, katılımcı gözlem ve anket çalışması uygulanmıştır.

Veriler farklı gruplardan toplanmıştır. Anket özel bir üniversitenin hazırlık öğrencileriyle, derinlemesine görüşmeler yine bir kısım üniversite hazırlık öğrencisiyle ve bir İngilizce, bir rehberlik öğretmeni, bir müdür yardımcısı, bir öğrenci ve bir velinin katılımıyla gerçekleştirilmiştir. Gözlemci katılım boyunca gözlemci iki dönem süresince 1,2 ve 3. Sınıf öğrencileri gözlemlenmiştir. Çalışmanın bulgular kısmında bütün toplanan veriler grafiklerden de yardım alınarak gösterilmiş ve incelenmiştir.

Oranlar ve toplanan verilerde, öğrencilerin öğretim süreleri boyunca sadece sınıfta anlatılan konuları değil sosyal öğrenim yaptıkları da görülmüştür. Yapılan ankette oranlara bakıldığında, üniversite öğrencilerinin meslek seçimleri dâhil olmak üzere okuldan mezun olduklarında dâhil ilköğretim zamanlarında yaşadıkları deneyimlerin etkilerini devam ettirdikleri gözlenmiştir. Görüşmeler ışığında hem okuldaki paydaşların hem de öğrencilerin sağladığı verilerle okuldaki iletişimin çocuklar için yeterli olamayabileceği, evde ebeveynlerle olan iletişimin de çocukların okuldaki iletişim ve tutumlarını etkilediği, bu yüzden ailelerin de okuldaki sosyal paydaşlar olarak sayılabilecekleri görülmüştür.

**“Okuldaki Sosyal Paydaşlar Arası İletişimin Önemi ve Bunun Öğrencinin Sosyal İlişkileri ve Okul Başarısındaki Etkisi”**

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## **CHAPTER 1: INTRODUCTION TO THE THESIS**

### **1.1 Introduction**

In this chapter I succinctly introduce the studied topic, describe the purpose of the study, its purposes and the method that has been used while collecting data.

### **1.2 The Rationale of the Study**

Inspired by Richard West and Lynn Turner's (2000) extensive book "Introducing Communication Theory" and the study named "Hidden Curriculum" I decided to focus on the communication between stakeholders at school. In every school there are students, teachers and principals, also parents are named as a part of the schools. So there are many dynamics that are included in the relations. I myself have been a part of this communication for 4 years, and I am planning to keep being part of it until my career ends, thus my aim is to be aware of each effect I might have on others with the word I say. It is kind of a circle and in their book, West and Turner use the context of organizational communication and tell us about it.

Organizational communication pertains to communication within and among large, extended environments. This communication is extremely diverse in that organizational communication necessarily entails interpersonal encounter (supervisor- subordinate conversations), public speaking opportunities (presentations by company executives), small group situations (a task group preparing a report), and mediated experiences (internal memos, e-mail, and teleconferencing). Organizations, then, are groups of groups. Theories of organizational communication are generally concerned with the



functionality of the organization, including climate, rules and personnel (West & Turner, 2000).

According to Henry A. Giroux and Anthony N. Penna, the traditional curriculum cannot see that schools have effects on shaping society and socialization.

There is a failure to recognize the complex, intimate relationship between the institution of the school and the nation's economic and political institutions. Once the relationship between schooling and the larger society is recognized, questions about the nature and meaning of the schooling experience can be viewed from a theoretical perspective capable of illuminating the often ignored relationship between school knowledge and social control (Giroux & Penna, 1979: 21).

To conclude, when we consider a school as an organization, the communication there would be called organizational communication, however; when it is divided all individuals under different named groups we would have different communication contexts such as small group, interpersonal and intrapersonal besides organizational communication. Just as we use the name organization for a school, we can talk about classrooms as small groups, teacher-student/ student-student or teacher-parent as interpersonal and at the time student goes back home, the conversation that he has in his mind might be called intrapersonal.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

In this chapter, firstly contexts of communication such as intrapersonal communication, interpersonal communication, small group communication and organizational communication are reviewed. Then, organizational culture theory is presented. Finally, school culture and hidden curriculum are stated.

### **2.2 Contexts of Communication**

Contexts are settings in which communication occurs, also they give us certainty. Communication field is a various area and it gives you many chances to search about. But there are some things that people agree on which are called essentials also these are universal. Indeed, there are many communication departments which are assembled around some of all of the seven communication contexts (West & Turner, 2014). However, because this study talks about the communication in schools from hidden curriculum's point of view, it only focuses on four contexts of communication which are intrapersonal, interpersonal, small group and organizational communication.

#### **2.2.1 Intrapersonal Communication**

The adjective intrapersonal is explained in the Oxford Dictionary of the English Language as "taking place or existing within the mind." Communication can be named as something happens everywhere and everything that breathes communicates such as animals, insects, plants and so more. Interpersonal communication includes only one communicator. So in this position communicator is both sender and receiver (Vocate, 1994). Intrapersonal communication is an internal conversation. It can also happen in the existence of another human being. It is what happens in your mind even if you have someone with you. It is

repeated more than other communication types; we have internal conversation many times every day. This type of communication is also different from other contexts because it has some moment when you dream, notice, fantasize in your mind. It is more than just having a conversation with oneself. It also has a lot of adscription you might make for other person's action. Intrapersonal communication is different from other contexts and it gives communicators a chance to make adscriptions about themselves. Everybody has the skill to evaluate themselves. They might think about how strong they are or about their shortcomings in many different situations. Sometimes, it is hard to accept their own achievements and face their fears. It can be scary to look at the mirror while it can also be enlightening (West, Turner, 2014). West and Turner also add: "Intrapersonal communication is the heart of a person's communication activities. Without recognizing oneself, it is difficult to recognize another."

When the effects of intrapersonal communication on engineering students were studied, it gives everybody a chance to see that it is not only about engineering students but also about students from all departments and ages. Engineering students should have and effective intrapersonal communication for being objective and for other safety issues. They can find objective answers for their judgments. Intrapersonal communication also promotes their communication with others (Deveci & Nunn, 2018). Intrapersonal communication is thought as the base for all communication and a leading source to understand ourselves and others (Barker & Edwards, 1980).

Almost every conversation, sentence, decision, dream, conflict are mentally grown before they are communicated seemingly. In fact, communication capability is sometimes connected to the ones, who communicate, can coherent their own positions well. Thus, people spend a lot of time on thinking about the way they are going to communicate their points.

### **2.2.2 Interpersonal Communication**

Interpersonal communication was explained as face to face interaction among people in the beginning. In its context it has how a relationship starts, the conservation of a relationship, and the disintegration of a relationship creates much of the interpersonal context. Relationships are various and complicated therefore researchers picked on to study. One might find himself in many different relationship kinds now, such as doctor-patient, teacher-student, boss- employee, parent- child and much more. Communicating with each person from each kind gives one a chance to expand the number of channels while interacting. Researchers also observed the connection between interpersonal communication and organizations (West & Turner, 2014).

Communication is our connection to humankind. It is an action includes the cautious or coincidental removal of the content. When a person says something, the other people examine what has been said and try to interpret. As soon as somebody starts to examine or interpret, communication starts. Interpersonal communication is a continuous process which happens with more than one person. When we communicate others, we start communicating interpersonally (Gamble T. & Gamble M., 2014).

From the beginning of interpersonal communication in the 1950s, it has changed from being a subject of researches to the important role of understanding communication with the social effects (Berger, 2014).

Everything that is done with others has to have communication. There are always two ways in interpersonal communication. Interpersonal communication does not only have the exchange of messages but also has the exchange of meaning. Interpersonal communication is continuous; it is not a stable process (Hartley, 1993).

Interpersonal communication is a fundamental for life. You cannot escape from it if you do not live isolated. Listening to your mom, talking on the phone, chatting with a friend they are all examples of interpersonal communication. It is not possible stop communicating with others. People communicate every day and it will not stop until the death. In interpersonal communication, one says something and others understand or take an action in response. People understand about life while using five senses which are taste, touching, and smelling, listening and observing. Also people use different media tools to learn about life. They might be e-mails, songs, books, TV programs and letters. Many more can be added to the list (DeVito, 2013).

Communication has a significant role in the working of organizations. Indeed, an organization principally needs communication. In interpersonal communication information and feelings are swapped by people. Here, except what a person says, how a person says is also important (Sethi & Seth, 2009).

### **2.2.3 Small Group Communication**

Small groups are formed of a number of people that do something together to be able to reach a common goal successfully. Small group study observes task groups contrary to the friendship or the relationship between family members which are found in the interpersonal context. This communication theory focuses on small groups and interests the natural dynamic which contains group roles, barriers, and confidence of small groups. There is a discussion among researches about the number of people to be able to call it a small group. Some of the researchers discuss that the maximum number for a group to be called a small group is five to seven members; on the other hand some researchers do not limit the maximum number of members. But they all have the same opinion, the minimum number of a group members, to be able to call small group, is three (Schultz, 1996; Poole, 2007). So small

group communication is explained as communication between at least three people. In fact the number of a group is not as important as the interferences of the number. While the number increases it causes a great chance for more relationships among individuals to be developed. This might affect if small groups can keep their focus on their aims and if members of group are happy with the experiences they are having (Shaw, 1981). The presence of others affects people in a group. For instance, when people in a small group have a high degree of being together, then they are very connected (West & Turner, 2014).

When small group is considered, group assignments come to the minds however, family and friendship groups are also called as small groups. Communication is defined as interactions among more than two people with a common purpose (Anonymous, 2012).

Small group was described as an interaction among two or more people to reach a common goal over time (Bormann & Bormann, 1980).

A small group is a combination of more than two and less than twenty people who are dependent or have a common goal. The group members share the same standards (Harris & Sherblom, 1999).

#### **2.2.4 Organizational Communication**

Differing small group communication and organizational communication is significant. Organizational communication is a kind of communication which occurs among large and lengthy settings. This communication is intensely multifarious besides in that organizational communication unquestionably lead to interpersonal confrontations, public speaking chances, and verbal experiences. Organizations are groups of people who come together and create bigger groups. Theories of organizational communication are generally interested in the performance of the organization such as the climate, obligations, and staff (West & Turner, 2014).

Organizational communication is defined as the procedure while an organizational stakeholder or group of them experiment alert to the content in the mind of the other organizational stakeholder by using verbal, mediated or nonverbal messages (Wrench & Carter, 2012).

Organizational communication occurs in organizations. All communication types you can see around such as sending e-mails, writing diaries, calling somebody and meeting with people, conference calls on the phone, speeches, and more. We can explain organization as a container and communication is something that flows in it (Koschmann, 2012).

Organizational communication was described as “the process by which individuals stimulate meaning in the minds of other individuals, by means of verbal and nonverbal messages in the context of a formal organization.” by Richman and McCroskey in 2009 (Eunson, 2016: 573).

Organizational communication, when it is examined as an academic subject, comprises the work of symbols, relationships, media, messages, interaction within an organization. These organizations might be corporations, companies, religious institutions, agencies (Johansson, 2007).

Organizational communication is a discipline which grew hugely in 20<sup>th</sup> century. However, with this growth came with a struggle to identify clearly the field (Jensen, 2003).

### **2.3 Organizational Culture Theory**

It is obvious that the fundamental of organizational life is seen in its culture. With this point for the word culture does not show different kinds of races, knowledge. It is a manner of living in an organization. Organizational culture has sensational and mental climate. It might include workers' feelings, motivations also its own symbols (West & Turner, 2014).

According to Edgar Schein organizational culture is:

*“A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems.”*

The structure of organizational culture has made a huge literature with a large fame. Organizational culture has been a center of an organizational effectiveness. It seems like the concept of organizational culture came in 1980s, its origins can go to the first human connections in 1940s (Önday, 2016).

Organizational culture is used largely as a term. As Watson accentuated in 2016, this concept of organizational culture came from a metaphor; “something cultivated.” Culture helps organizations create a sense of identity depending on organization’s thoughts, norms, language, and acceptance. The organization’s culture tries to see what has been going well and what worked well in the past. These experiences are accepted by organizations’ people as practices and long-serving members do not question these practices. When a person comes to an organization for the first time, the first thing he learns is about legends of the organization. Legends can remain with the organization and at some point they become a part of the way they of doing jobs in the organization (O’Donnell & Boyle, 2008).

Culture is important because it is authoritative on people’s ways of thinking, acting, and understanding. The beliefs and understandings of the ones who lead or manage are partly ruled by their own cultural backgrounds and experiences. If an organization is wanted to be more effective and beneficial then the role of culture should be considered and leaders or managers should be aware of its effects and importance (Schein, 1999).



Social organizations' cultures and functioning have a relation between them. This subject has been searched for over fifty years. Culture and efficiency are in the center of organizational researches and also in progress for being developed (Denison & Mishra, 1995).

Organizations are kind of shows which play out of someone's wishes. If an organization does not have an adaptation to its format, it will be affected badly and there will be corrosion. Different kinds of schools were named as functionalists. The purposes between an organization and its members are compatible to succeed a similar aim. Organizations should mirror their members' wishes in their complexes (Allaire & Firsirotu, 1984).

#### **2.4 School Culture**

Hinde says (2014) that school culture includes every element of school but it not possible to define it with the exact words. But Overseas Trained Teachers Organization claims that when the word 'culture' is used in the school context, it attributes the simple hypothesis thoughts and beliefs which are shared by the members of a school community. These elements show how a school is and its environments, also it shapes the things a school has been doing. School culture shapes the thoughts of the stakeholders in school also how they behave and understand. In addition, school culture shows the people's ideas, values and beliefs. School culture is built on previous practices and these practices; experiences shape organization's future actions (Yeboah, 2015).

School culture is a topic that takes attention more and more for creating effective schools and development of schools. When people started doing researches on organizational culture in the second half of the twentieth century, researchers also started to search about different topics. Everybody, specifically parents look for a 'good school' for their kids. The structure 'good school' cannot be explained in a scientific way but it is accepted as a school

with as good organizational culture. Kids graduate from these schools are accomplished in competing. The kids who are educated in good schools draw the attention in terms of projects. Also the effects of education are obvious in these schools in the way of continued education. All these things include sum of school culture. School culture is about the climate specifically belongs to a school. Everybody who goes to a school can feel it in terms of the behaviors of the employees, the colors of the walls or the reaction of the kids (Glušac, Tasić, Nikolić, Terek & Gligorović, 2015).

A school culture affects students' lives significantly, not only academically but also their character improvements. To be able to build an excellent environment for students, parents and for the society, a school has to have a purposeful culture stand on values, thoughts and actions that are shared. Educators always try to find a way to improve lesson plans and they have made many improvements however purposeful school culture should be looked into. A school's culture has the power to affect everything connected with the school. A school's culture can be shaped by a teacher's actions, pressure that parents make or principal's character. Also some new schools focus on their building and lesson plan while forgetting about creating an effective school culture (Elbot & Fulton, 2007).

School culture is one of the complicated and significant structures in education. Also it has been omitted during a school improvement. As Schein says the essence of an organization is simple beliefs and hypothesis that are shared by an organization and its members. A school culture determines the reality for the ones in the organization; it supports them and makes a framework for learning. Every school has distinct literality of school life. It has also its own mentality connected to what is going on its outer circle (Stoll, 1998).

School cultures are exclusive and different. They are conceived by the members of the school such as teachers, students, families, and society. School cultures are effective, they

form and be formed by people's actions, thoughts and feelings. Teachers both form the school culture be formed by it so what teachers do in their classrooms is decided by the teachers themselves according to their schools' cultures such as policies, rules, traditions and relations between others at school (Hongboontri & Keawkhong, 2014).

A school's culture can be described as sharing customs, beliefs, rules, principles in a school which can be formed according to school's principals and teachers. To make an improvement process of a school effective, giving power to different stakeholders to reshape their loyalty to their schools for supporting their students more in a challenging school community is a way of developing school culture (Ward & Burke, 2004).

School culture is an extensive level of response of shared beliefs, customs and specifications among school members. The leaders at school have extremely important roles on the improvement of the school culture (Confeld, 2016).

## **2.5 Hidden Curriculum**

Hidden curriculum is defined as tacit specifications, actions and rules in the educational atmosphere. Jerald stated that the hidden curriculum is an unspoken syllabus that figures behaviors, manners unconsciously. It should be understood that hidden curriculum has bot negative and positive effects in education system that's why teachers ought to recognize its importance (Alsubaie, 2015).

Hidden curriculum includes teaching items that are not formally included and improved by schools and education system. It is also called invisible curriculum to define teachings and manners affected by unspoken factors. The hidden curriculum is not taken down and learnt officially. In education system, students get very precious practices and it is the wonderful part which is not available in curricula. With the concept of hidden curriculum,

students have the awareness of some concepts like responsibility, equality, respect, patience (Azimpour & Khalilzade, 2015).

Hidden curriculum was first used by Philip Jackson in 1968 as a concept. It has been discussed that if important things are not thought in the official curriculum, then it will be learnt with the informal and hidden curriculum by the students (Andarvazh, Afshar & Yazdani, 2018).

Hidden curriculum is used as “life in classrooms” according to Philip Jackson as he used in his book (1968). Hidden curriculum is about learning how to wait quietly and patiently, trying, finishing a work, being busy, communicating, and being connected to both teachers and classmates, being on time, tidying up and featuring oneself gently (Kentli, 2009).

Most of the researchers claimed that ‘schools teach more than they claim to teach’ as Vallance claimed in 1974. As well as the school context and the curriculum, schools have also effect on socializing insinuatingly. Furthermore, norms are transmitted and affect student’s manners and merits. A teacher’s life cannot be thought separately with his teaching (Semper & Blasco, 2018).

Hidden curriculum delineates manners, behaviors, thoughts and believing. Also, traditions, rules, principles can be added. Hidden curriculum has role models, principles and ethics (Bandini, Mitchell, Peterson, Amobi, Cahill, Peteet, Balboni & J. Balboni, 2015).

## **2.6 Social Stakeholders**

In scientific literature two terms was found; stakeholders and stakeholder groups yet they share the same meaning. It was defined by Freeman in 1984 as all groups or every person who is able to impress or be impressed by the success of the organization’s targets. While the

definition is also argued by some scientists that stakeholders have to have the impact to impress the further actions of an organization otherwise they cannot be named as stakeholders, some other scientists claim that the stakeholders do not have any impact on the future of an organization. It is claimed that stakeholders have significant impacts on the organization thanks to their huge power although the common effect among organization and stakeholders. Through these theories, stakeholders can be explained that stakeholders are significant for the organization and for organization's dignity (Matuleviciene & Stravinskiene, 2015).

Freeman created a graphical framework for stakeholder model and many models are explained and promoted by this framework (see Figure 1). The framework of the stakeholder model shows the connection between groups of people in and around the organization visually (Fassin, 2008).

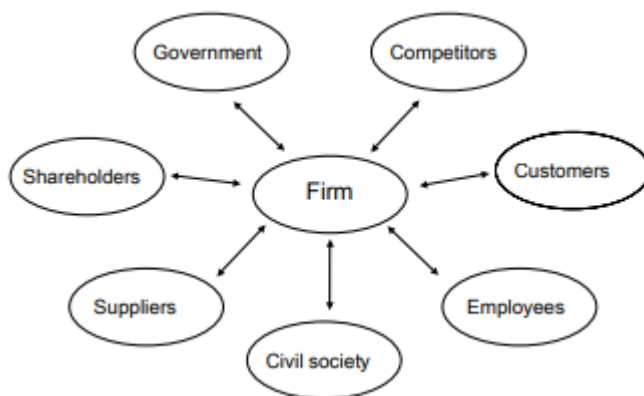


Figure 1. The original stakeholder model- Freeman (1984)

The names can be changed with the stakeholders at schools such as students, teachers, principals, parents, and heads. Inspired by Freeman, another table was done to show the students' stakeholders in schools (see Figure 2).

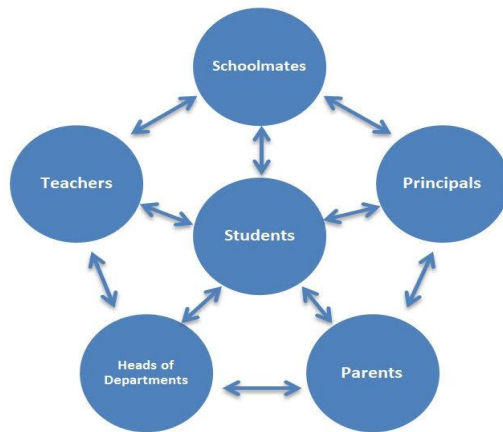


Figure 2. The stakeholder schema for students

The common point of the stakeholder concept is redefining the organization. It discusses how an organization must be and how it must be conceptualized. As Freeman specified in 2006, the organization should be considered as group of stakeholders and the aim of the organization ought to be to handle their interests, wishes and perspectives (Fontaine, Haarman & Schmid, 2006).

### **3. METHODOLOGY**

#### **3.1 Introduction**

This chapter shows the participants, data collection methods, and the procedure and data analysis of the study. The data was collected by using three methods which are participant observation, in-depth interviews and questionnaire. Participant observation was one of the used ways which was done in different classrooms. The aim was to see students' reactions according to different behaviors of different teachers. The students were observed through the term to see if there is any change in different way. The observer was in the classroom as an English teacher which might be one of the hardest ones to communicate because of the language difference and possible pre judgments. The students were between 7 years to 9 years. They were not aware they were being observed for that reason no names will be given. In depth interviews were done with different people from different departments such as an elementary school counselor, an elementary school vice principal, an elementary school English teacher and a group of students from a private university preparation school. The reason for having these people in this study is to be able to see one situation from different point of views. While a teacher might not be aware of the effect of the communication at school, because vice principal has different classes and also more parents to interact, he might be feeling the situation more or even he might add another reason, solution or a sentence to the situation that the others are not aware. The university students from a private university preparation school were chosen after they answered the questionnaire to have a deeper communication. They were asked about their answers which were given for the questionnaire and they were questioned about the reasons of their answers. They were tried to feel comfortable for that reason their mother tongue Turkish was used during the interviews.

There are these questions to be answered:

1. Does the communication at school affect students' daily and school lives?
2. In which way does it affect their lives?
3. Are the ones who work at school aware of its effects?
4. What kinds of solutions can be found to create a better environment at school for communication?

By using three methods that were talked above, these questions were tried to be found, also with the answers that were given through this study, there is a way to understand the bigger picture and use it for the future teachings.

### **3.2 Participants**

Data were collected from groups:

1. Elementary school counselor
2. Elementary school vice principal
3. English teacher
4. University preparation school students

#### **3.2.1 Elementary School Counselor**

The reason for this study to choose this person as a participant is the point of view that is wanted to be seen. The communication between students and the stakeholders at school also occurs in elementary school so it is wanted to be observed how aware the parents, the teachers and students are. The participant is a female and she has been working with elementary school students for five years in a private elementary school. Now she is working with elementary school kids but she has also worked with middle school and high school students before. She does not want her



name to be mentioned. She graduated from Kadıköy Anatolian High School and then she graduated from Marmara University the department of psychological guidance and counseling. She is twenty seven years old. She was chosen as a participant because she has been interested in the communication at schools between the shareholders and the students. She has been working with the parents to help them become more aware of the importance of the communication between them and their kids. She is not doing anything about teachers because as she claims most teachers do not accept any help since they believe they know everything enough so they are not the ones to educate.

### **3.2.2 Elementary school vice principal**

This participant is a male. He does not want his name to be mentioned. He is forty eight years old. He graduated from Uludağ University the department of primary classroom teacher. He has been working as a vice principal at a private elementary school for fifteen years. Now, he is working with the first graders, he also has experiences with second, third and fourth grades however he has the most experience with the first graders. He has been always interested in the social relations between the stakeholders at school. The reason he was chose was the interest that he has for the communication. He has been campaigning for years in the school he has been working, in the next chapter it will be given with the details.

### **3.2.3 English Teacher**

This participant is female. She does not want her name to be mentioned. She graduated from Marmara University the department of English language teaching in 2010. Before that she had graduated from a private high school. She has been teaching to elementary and

middle school students for seven years at a private school. She has joined many different workshops to improve her communication with the students. She has different claims which will be talked in the next chapter.

### **3.2.4 University preparation school students**

These participants were chosen from two different levels which are called stream 1 and stream 2. These streams are split off with their levels. While stream 1 has the students whose levels are between A1 and A2 in English, stream 2 students have B1 and B2 levels. The decision was made after the exam which is called proficiency that they took in the beginning of the year. They all have different backgrounds however they have at least one common point that is their level of English. Their hometowns are not the same; their school experiences are different so they could have the chance to contribute this study with their answers. It is a crucial point to get the similar answers from different students.

## **3.3 Data**

Three different methods for data collection were used in this study; participant observation, in-depth interviews and questionnaire. The details about these methods will be elaborated in the next part.

### **3.3.1 Participant Observation**

Being a participant is very significant to be able to observe all the things happening around the situation. In the classroom, it was tried to solve all the problems with using and evaluating the observations while communicating with students, parents and principals of the

school. Researchers place themselves in a group with social interactions or in a community for some time and they gather data from these groups and use a systematic pattern to make assumptions about social incident (Gillespie & Michelson, 2011).

Observation methods are advantageous for researchers in many different ways. While they are observing, they can see nonverbal interpretations of people, they can understand the people who interact each other, how they interact each other and what kind of activities they spend time on (Kawulich, 2005).

*“Participant observation is a qualitative method with roots in traditional ethnographic research, whose objective is to help researchers learn the perspectives held by study populations. As qualitative researchers, we presume that there will be multiple perspectives within any given community. We are interested both in knowing what those diverse perspectives are and in understanding the interplay among them.”*  
(Mack, Woodsong, Macqueen, Guest & Namey, 2005: 13)

In this study qualitative research was required since it all talks about human and human behaviors. With only the answers that the questions might get would not be enough to have a common idea about what this study wants to show. Communication can be explained as the time during the transition of information from one to another. (Keyton, 2011) To be able to see it with all the details, one who studies about it ought to see the process that communication is happening through. Participant observation is created especially for dealing with interpersonal description nature for doing researches in the human sciences field (Dobrin & Schwartz, 2016).

### **3.2.2 In-depth Interviews**

In this study, participant observation methods would not be enough to talk about what this study claims. While observing people, it would not be certain just observing their behaviors and come to a judgment point about people and their thoughts. Everything might affect people's behaviors and manners. If they are not asked for the reason of their manners and behaviors, making a judgment would not be fair and reliable. For this reason, in study in depth interview method was used. The aim is to reach the ones' who took part in this study thoughts and feelings. While they may not feel comfortable in the classroom while the researcher is observing them, but they might feel more confident when they talk face to face with the researcher. In the classroom there are many different dynamics that may affect the monitored while being observed so it makes opinion for the situation less accurate.

In depth interviewing is a qualitative technique for a research which has deeper individual interviews. There are small number of people to discover their point of views and thoughts about a specific idea, topic or event. With this method we can get information much more detailed, and this method can be used after other data collection methods such as questionnaire. The environment during the interview is more comfortable to get the information (Boyce & Neale, 2006).

In depth interview is created to see a realistic picture of the one's point of view who participate a study on a specific topic which belongs to a study. While doing an in depth interview, the one who is doing it is examined as the student and the students are examined as the professional. The interviewer designs the environment to learn everything that the interviewed can share about the topic while listening conscientiously. In depth interviews generally includes one participant and one interviewer and it usually occurs face to face (Mack, Woodsong, Macqueen, Guest & Namey, 2005).

In depth interviews are very valuable when compared with the other methods to get primary data. While with a questionnaire only limited responses can be gotten from the respondents with an in depth interview the detailed experience of the participant on a subject can be learnt. Firstly, the interviewer is supposed to create a relaxed atmosphere for the participant and then ask qualified questions to get the possible detailed responses form the participant (Showkat, 2017).

As it has been mentioned above in this section, in depth interview gives studies to have more details except from other techniques that might be used. While communication is being talked in a study, it ought to have different detailed perspectives and this method gives the study to be more accurate and clear.

### **3.2.3 Questionnaire**

As it was said in the introduction section of this chapter, three different research methods have been used in this study. While the two methods which are participant observation and in-depth interview are qualitative, with questionnaire technique, quantative results were able to be gotten.

Questionnaires are usually used to get quantative results for researches. With this method the researcher can number the profile the sample and count the repetition of thoughts, manners, experiences and ideas (Rowley, 2014). Questionnaires are famous and essential tools to get information on social knowledge and perspective. They can be provided by useful information which comes from the participants (Bird, 2009).

In this study, the first methodology that was used was questionnaire. Then, the second method of this study which was in depth interviews were done with the chosen ones that also did the questionnaire. With the given answers to the questionnaire, participants were chosen by looking at their results and they were grouped with other ones who gave the similar

responds to the same questions. The questionnaire method was crucial for this study because the other two methods which are in depth interview and participant observation could provide qualitative data. In order to have quantitative data, questionnaire was used as a tool in this study.

### **3.3 Data Analysis**

For collecting data in this study, as mentioned in the previous chapter three methods were used. Participant observation was the first one that was used in this study. It was aimed to see and understand the students' behaviors in the classroom environment with their teachers and classmates. The communication between them and the other stakeholders at school was observed. The similarities and differences were tried to be seen and understood. All the data came from observing was written down on a notebook and at the end the common points were highlighted. The researcher was an English teacher in this study and observed the students as an English teacher. There was a point here which was using another language that is not students' mother tongue so the communication between the teacher and the students might be different than the one that a Turkish teacher has with the same group of students. However, it is a good point to see even if a language is different, when the communication is strong and sensitive enough for kids they do not think about the language but the relation which will be talked in the last chapter under the name of findings. The classrooms were created by 1<sup>st</sup> 2<sup>nd</sup> and 3<sup>rd</sup> graders in a private elementary school. The participants were not aware that they were observed but they were aware of the presence of the teacher in the classroom, thus the observations were done in a completely natural environment. The observer took the notes and then while doing in depth interviews, the notes were used while creating sentences to be asked.

Secondly, questionnaire was used as a tool to collect data for this study. There were twenty eight questions and each question was prepared to get an information about students' experiences with the stakeholders at their schools and if the communication between the students and the stakeholders affected their choice of profession. If they were affected in which ways the stakeholders shaped their choice of profession. The students were chosen from the same private university but from different levels and in total fifty five students answered the questionnaire. The questionnaire was created with Google forms. The link was given to students and each student answer the questionnaire individually with using their mobile phones during the lecture. At the beginning of the lesson they were told about the aim of the questionnaire and they were not forced to give their names since they may have felt uncomfortable and have given their answers under pressure which might have led the study in a wrong direction. The questions were all about their attitudes and ideas for their schools and they were asked if the stakeholders at school had any effect on their manners or not. They were not asked to give the answers as yes or no, they were asked to number the answers according to the question. For instance one question was stated if his student's teacher has any effect on him enjoying himself at school and the multiple choices were the numbers from 1 to 5. 1 was the weakest one which was named at the beginning of the questionnaire as never and number 5 was the strongest and named as strongly agree. With this way they could rank their thoughts and be more specific. The students were chosen for doing in depth interview towards the results of the questionnaire. Lastly, in depth interviews were done with the chosen students and the people who are related to this study with their professions or their thoughts. The vice principal, the counselor and the English teacher were asked the same questions but the parent and the student were asked different questions towards their occupation. English teacher, vice principal, counselor were alone with the interview. They all came individually and separately so that there was no chance for them to be affected by each other's answers.

There were eleven questions in total; however the students were asked different questions than the teachers according to their answers in the questionnaire. The questions were about the communication between them and the students also the students and the parents. They also answered the questions about their lesson plans. If needed, they were asked to find a solution to the issues that they expressed. They were talked face to face and their responses were written down, at the end the researcher organized and analyzed them.





## **4. FINDINGS**

### **4.1 Introduction**

In this part of the study the data that were found will be shown and talked. The essential purpose of this study is to examine the effects of the communication between students and the stakeholders at school on students' lives. The way the communication shapes students both at school and in their social lives. The data have been saved to do this examination. To be able to support the idea of importance of communication at school with stakeholders in students' lives, the method questionnaire was used to gather information from students and used for the in depth interviews. The design of the findings part is as follows: First, the data that were collected during participant observation will be presented. As three different classes were observed, the difference between their manners in terms of communication with the stakeholders will be analyzed. The observation data will be compared and contrasted with the questions that were asked to the university students in the questionnaire.

Secondly, the questionnaire which includes twenty eight questions will be presented with its questions and the percentages which will be shown with charts or tables. It is the only part of the study which has quantitative data that was gathered from the private university preparation school students. With the responses, the reclamation will be able to start as the quantitative data will be given. Finally, the responses that were gathered from the participants will be shown and discussed. These responses will show how clear is the importance of the effects of communication at school for students and how effective it is to use it in a sufficient way. The questions and the responses will be talked and evaluated with using the data that came from participant observation and the questionnaire. While talking about in depth

interviews, the data will be qualitative for this reason all responses and written data will be transferred written to this study.

#### **4.2 The Effect of Effective Communication at Schools**

In this part the collected data will be shown. It searches an answer for the following questions:

1. Do students respond to the stakeholders at school differently?
  - a. If there is a difference between students' reactions how are they seen by a teacher?

During participant observation, three different levels of classrooms were observed. The observation started on 19<sup>th</sup> September 2016 and ended on 19<sup>th</sup> June 2017. The first class that will be talked about is the 1<sup>st</sup> grade. The students were from age 5 to 6. In the classroom there were twenty four students, and twelve of them were girls. The observer saw them every day, for fifteen periods. They had different backgrounds because of their previous schools and families, however, their academic performance were similar so the management of the school were put them together in the same classroom. The observer was in the classroom as an English teacher for a year. The students were allowed to speak Turkish while they were feeling stressful but generally the rule was speaking English with their English teacher. It was allowed to speak Turkish when they were out of the classroom. With the 1<sup>st</sup> graders the point that was repeated most in the notes was not hesitating communicating with other. Students were feeling free and did not hesitate to say something in the classroom however, there were times that the observer attended a native speaker's classes with the same students, and the students that were confident to talk with the non-native observer were not the same with the native one. The aim for being in native teacher's classroom to see if there is a difference or not when the language is totally different than their mother tongue. There was a difference but

during the observation the seen point was about the teacher who was resisting listening to students. There was no chance for students to express themselves. One day one student started crying and the non-native teacher who was also the observer took the student out of the class because the native teacher sent the student to the toilet to stop crying. When the student was talked to, it was understood that she was not feeling confident enough to say something in the classroom because whenever a student made a mistake the native speaker teacher started shouting at the student and the other students who were friends started laughing at the student who was shouted by the teacher. The observation continued for a year but the native speaker teacher was changed with another native speaker teacher because the first one needed to move from İstanbul to another city. The observer kept on observing with the new native speaker teacher. The student who cried and went out of the classroom were hesitating saying something in the classroom in front of the friends however, when the time passed the students started answering the questions and expressing himself. When it was observed, the interaction between the students and his friends got better. The parents gave a call to school to say their kid was happier when compared to the first times, and they were also happy about it. While the non-native English teacher who was also the observer was in the classroom, one student did not stop talking and disturbing the students sitting next to him. He was not stopped by the teacher but just observed. The conversation between them was all about the student's parents being bad listeners. The student who was trying to sabotage the one sitting next to him listening, he said "*if nobody listens to me, then you do not need to listen to the teacher!*" And then he went on with a question and asked his friend if his parents listen to him while him talking or not. The question could not be answered because of the bell ringing but he was directed to the counselor since there was a point to be caught. In general when compared to the 2<sup>nd</sup> and 3<sup>rd</sup> graders, 1<sup>st</sup> graders were the most confident ones which seems because they

had the less experience with the stakeholders which might have caused leadings in a different way.

Observing 2<sup>nd</sup> grade was different than the 1<sup>st</sup> grade. The students were from age 8 to 9. There were twenty four students in the classroom and fifteen of them were boys. The observer saw them every day for twelve periods. They all came from different background however two students out of twenty for were not in the same school the previous year. They were new comers, yet there was not anything obvious with their manners which would make it understandable while just observing them. The students were more aware of positive and negative sides of relations. However, it did not seem like the students were tend to use this awareness in an effective way. The students had the capability of feeling sad and saying it to the one who made them feels like that but the students did not show any characteristic to solve their issues. 2<sup>nd</sup> grade students were tending to shout while talking, except 4 students, 3 girls 1 boy, the students were shouting during their speeches. It did not matter if there is no noise around, the students just used their volume very high and they tried to be listened. One day the observer who was the non-native English teacher of the class asked to the student to learn why he always screamed he said he wanted to be sure of being listened. Then the observer continued to reach the real reason; *why did he think that he was not listened?* The student shared a memory from his daily life. He claimed his parents did not listen to him while talking. They did not ever give attention to him because they were using their mobile phones and did not look at his face. These were the student's claims and teachers are not tend to believe each word a student says to them without searching and being sure. In this situation the importance of the communication between a teacher, a student and parents can be clearly seen. After this conversation with the student, the parent of the student were called and informed about the situation. Next month, the students started changing use of his voice and two months later he was much confident and relaxed. It was all among the counselor, the

teacher, the student, the parent and also the vice principal because all schedules were arranged by the vice principal so she was also included in this process. In addition, 2<sup>nd</sup> grader students hesitated a lot during the observation. The students did not want to make any mistakes during the lectures; however classroom is a place in which students should show them as they are and make mistakes to be corrected by their teacher. A Turkish proverb says “*He who knows much makes many mistakes.*” Yet students may not have been aware of that because some of them had some different experiences about making mistakes. During the observation of the 2<sup>nd</sup> graders there was a student who hardly ever talked in the classroom. The student was not able to read properly and answer the questions well. So it also took other students’ attention but they did not aim to hurt him in the classroom because of the difference. When the observer was in the classroom, the situation was obvious but the observer were not capable enough to understand what was wrong with the situation. The observer communicated with the vice principal but the vice principal came that year so she did not know what might have happened to the student. The counselor of 2<sup>nd</sup> graders was not around while this was happening so the observer was not able to have a conversation with the counselor to inform her about the student. One day, on 27<sup>th</sup> October 2016, the vice principal called the observer to say she had talked to the student’s parents, the students who had some problems with reading and answering questions. The mother of the student told the vice principal that her son had dyslexia. International dyslexia association (IDA) was defined it as:

*“Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in*

*reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.” (2017)*

It was a common thing: “*Dyslexia occurs in at least one in 10 people, putting more than 700 million children and adults worldwide at risk of life-long illiteracy and social exclusion.*” (Dyslexia International, 2017) However, because the previous vice principal did not inform the new vice principal and the observer, also the parent did not think that the student’s stakeholders did not know about him, it took a month for the student to be understood which is a quarter of one term. It was a coincidence not doing anything that he might have affected in a bad way but this issue showed how important communication is in schools. When the stakeholders did not talk, the student could not be realized. With this situation, it might have been impossible to learn the issue with just talking to the student since the student was 8 years old and he did not know about what was going on with him. The student was not aware of this enough to tell his teacher or other stakeholders at school. After October 27<sup>th</sup>, the student were doing better with reading and all of the teachers were aware he was having hard time with reading so they were all more patient than they normally used to be. On 26<sup>th</sup> November, the student’s parents came to the school for parents meeting and the observer was informed as an English teacher that the counselor had been seeing the student, and gave a lot of positive feedback about him reading and the counselor was expecting him to do much better at the end of the year. From October 27<sup>th</sup> when the stakeholders at school was informed about him being dyslexia, to 26<sup>th</sup> November, just before the parents meeting, the stakeholders were giving him more attention, they were talking to him, the counselor at school was seeing him much more than before, they did many exercises together so as the parents said with these supports their kid started to go outside and play with other kids, then he started being more talkative than he used to be. To conclude, if this process had been the opposite, the student would have not been able to show this improvement.

Observing 3<sup>rd</sup> graders was totally different from the 1<sup>st</sup> and the 2<sup>nd</sup> graders. Their ages were from 9 to 10. The classroom had 24 students and each came from the same classroom. So they had known each other for three years. In this classroom there were thirteen boys and eleven girls. The observer saw them three days a week for five periods. The 3<sup>rd</sup> graders were much mature when compared to the 1<sup>st</sup> and the 2<sup>nd</sup> graders. They were very enthusiastic to talk and answer the questions in English lessons. However, on January 13<sup>th</sup>, 2017, there was a meeting with all teachers who had responsibilities for this 3<sup>rd</sup> grade, 3-C, they gathered together and talked about how good or bad the students were doing both academically and behavioral. There were six teachers in total talking about the class and they were all okay with the students, however, there was one teacher who complained about them. All things she said was written down and talked to be observed in the following days. After this meeting, the class was observed differently. The students were both taken individually to the counselor but they did not feel what was going on. The management was trying to understand what the problem was. They did not blame the teacher but they wanted to understand the reason and solve the problem. One day, on 21<sup>st</sup> February, a student who was 9 years old and academically above the class average gave a clue why they might not have shown the same attitudes with what they normally showed. As the student claimed; one day the teacher asked a question to a student and the student could not answer the question. Then, the teacher started to snap at the student. The teacher showed another student as a good student and said “You are not like her, if you want to be good kids; you need to be like her!” According to the student’s claims, the student who was talked to in this way started crying and the teacher let him go outside to stop. Then as the student said, all students came together in 3C and decided not to behave in the teacher’s lectures. He said: “*Because we were afraid of hearing these bad things, I decided saying nothing when she is in front of me.*” Also, he claimed that his other classmates were thinking the same thing with him that is way they did not prefer saying a word in the

classroom when they were with this teacher. After this information was given, the teacher was talked to the management which included the principal of the school and the vice principal of the elementary school. They tried to learn if the claim was right or wrong and at the end the teacher accepted what was said about her, then they asked the reason why she acted in this way and she said “Because this student’s parents were calling me every day, every single day to complain about me and my lectures. I could not clearly say that their kid did not answer any questions and listen to me properly; instead he was playing with his pencil case or made the student sitting next to him talk. So after weeks I could not stop myself from saying these things. His parents were so rude to me and it was impossible for me to answer them. As a teacher I could not feel me valuable. I did not want to hurt him, make him sad but I am also a human.” These are the exact words came from the teacher’s mouth.

During the participant observation, there were many situations that happened very similar to the ones that were talked above, but the significant ones were chosen by the observer for this study. With these data that were collected it can be seen how efficient and powerful an effective communication in schools is. It does not only include teachers, students and management of a school, it also includes all parents. When a parent refuses communicate with stakeholders at school, his child is affected. It does not matter if the situation can be judged as good or bad but it is clearly seen that, there is a significant effect of communication. Teaching is a process with many stakeholders. If a teacher cannot reach a parent to talk about his child or if a vice principal does not communicate well with a parent there is a big gap between everything that a student learns. There are also many things that cannot be replaced such as students’ experiences. As it can be seen with the 3<sup>rd</sup> grader student’s example, when something happens to a student, he can change all his attitudes for a lecture or a person and even for a subject. When it is talked to people most of them say they do not like a subject



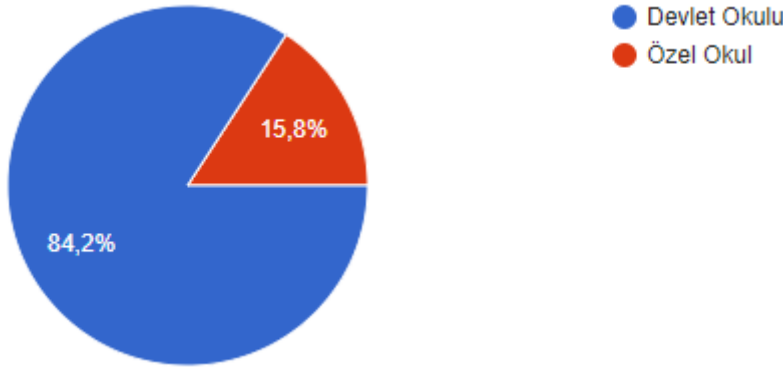
because of their teacher which also shows how a teacher can change the concept, the idea that students have in their minds for a subject.

### **4.3 The Importance of Hidden Curriculum**

The second method of this study was questionnaire. Twenty eight questions were asked to 55 students from the same private university preparation school. They were not forced to give their names; there reason was not making them uncomfortable while giving the correct answer. A Google form was used to apply the survey and all students answered the items in the questionnaire online with using their mobile phones. They were in their classrooms. The students were from two different classrooms which were created by evaluating their levels of English. They did not interact with anyone while answering the questions. In this section the questions that were asked in the questionnaire and the percentage of the answers will be presented. Some questions were asked with two given answers for them to choose, some of them were open ended and others were for ranking. The ranking started from 1 and ended with 5. While 1 meant “I strongly disagree”, 5 meant “I strongly agree”. The numbers between 1 and 5 gave the strength. Number 3 was for them if they could not decide. When a question is seen in study with number from 1 to 5, it gives the rankings of the students for the question.

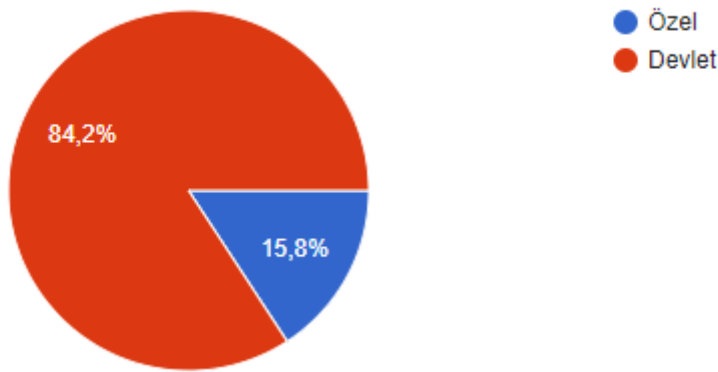
Firstly, the questions were prepared to understand if the students had the learning experiences in private schools or public schools. The table shows that 84.3% of the participants completed their elementary and high school education in public schools (see Table 1).

TABLE 1. What kind of a school did you complete your elementary school learning?



This result might direct the study to generalize that the rest of the questions will be coming from the ones who were educated in public schools. Also with the forth question it can be seen that the percentage of going to a public middle school is the same with going to a public elementary school (see Table 2).

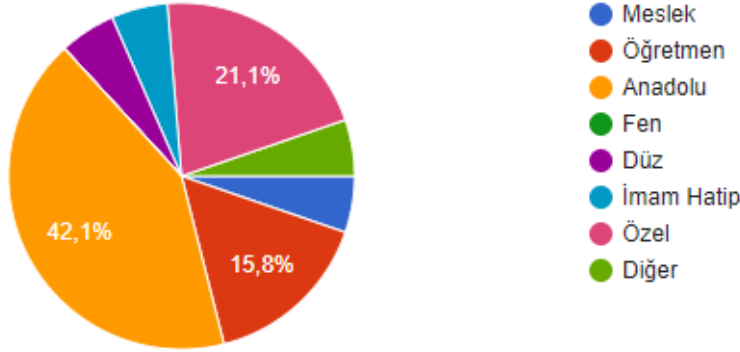
TABLE 2. What kind of a school did you complete your middle school learning?



When it comes to the next question, it was asked: what kind of a high school did you graduate from? And the answers were various because there are different types of high schools that they might have gone such as Anatolian high school, Teaching high school, high schools that are not required any levels and grades but if someone lives near that school he directly goes there if he is not able to register to a high school which is required a certain grade that is taken from a high school entrance exam. There are also private high schools,

technical high schools and vocational high schools. The percentages are given below with a chart (see Table 3)

TABLE 3. What kind of high school did you graduate from?



After these percentages an open ended question was asked. The question was: *What was the reason that made you choose your department for university?* When the questions are examined, it can clearly be seen that the stakeholder that have being talked in this study had big impacts on students to choose their profession.

*“İlkokuldaki İngilizce öğretmenimi çok sevdiğim için seçtim.” “I chose this department because I really liked my elementary school English teacher.”*

As the student explained, he chose his department with the effect of his English teacher. It may be because his teacher directed him for his department and since the student respected his teacher, he listened to him or maybe the student will be an English teacher like his teacher in the future. One of the students said:

*“Lisedeki öğretmenim bana ilham verdiği için bu bölümü seçtim.”*

*“I chose this department because one of my teachers in high school inspired me.”*

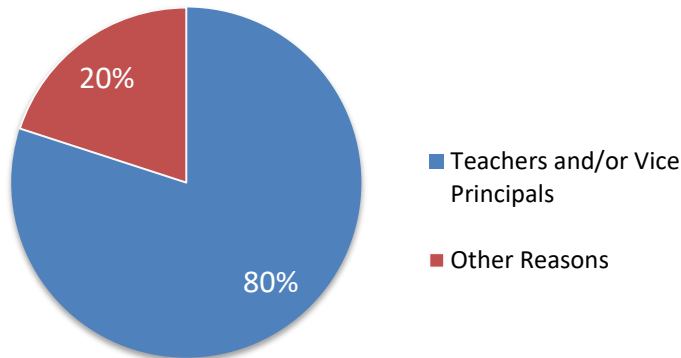
Also with this example it can be understood that the student's teacher affected him a lot. Because he used the word inspired, it can be seen as a positive effect. Teachers are not the only ones that were talked about in the questionnaire of this study but also vice principals and principals were mentioned by the students.

*“Lisedeki müdür yardımcısı benden asla düzgün bir dinleyici olmayacağını söyledi ve ben de bölümüm olan psikolojiyi seçip onu yanıltmak istedim.”*

*“The vice principal in my high school told me that I would never be able to be a good listener and I chose the department of psychology to mislead him.”*

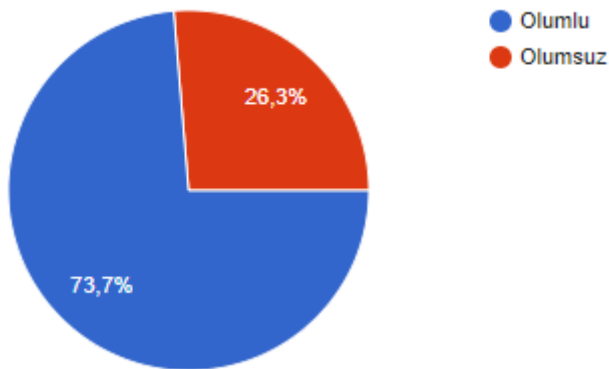
In this example, the student remarked how much ambition he had to mislead his vice principal and decided his future profession because of one word that his vice principal said to him. The student was affected enough to shape his future according to a word that the vice principal said. This study does not evaluate if the effects cause positive results for the participant, it just examines if the communication between students and stakeholders at schools has any effect in students' lives. In this questionnaire forty four students out of fifty five answered this open ended question similarly and told that their choice of department was affected by either their teachers or their vice principals (see Table 4).

TABLE 4. What affected your decision while choosing your department for university?



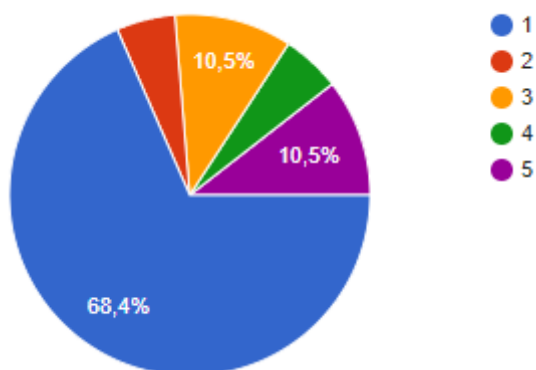
Most of the students that attended this study told that they had positive attitudes for their elementary, middle and high schools (see Table 5).

TABLE 5. The attitude of students for school



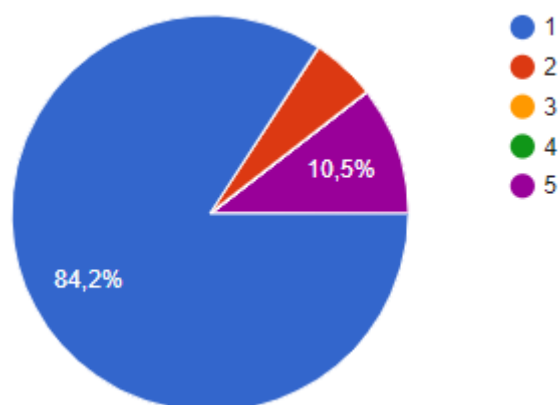
In the questionnaire, question four and question five were asked to see if their teacher had any effects on them going to school and when the questions are looked at, it is clearly appeared that the students' teachers had impacts on them about going to school. When they were asked to answer if they agreed to the situation of their teacher did not affect their attitude for school, more than half disagreed, which also shows their teachers were effective on them for their attitudes. (see Table 6).

TABLE 6. My teacher had no effect on me for my attitudes for school.



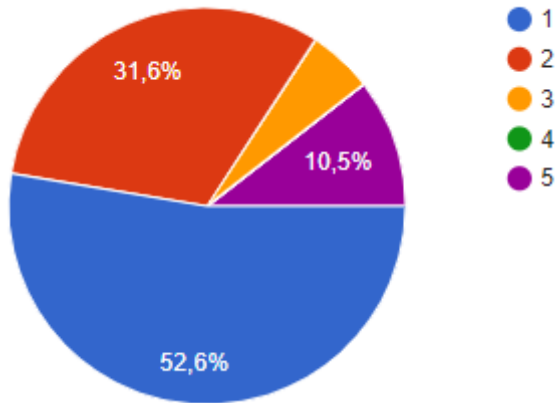
In this study the aim is to understand if stakeholders at school have any effects on students and if they have how much they can affect them. To be able to see that, their previous education life was asked, the questions were about their previous years at school and to have the ability of seeing if the things happened between them and stakeholders at school shaped their decisions, ideas and even profession their future education lives. With this questionnaire, instead of learning details, it was tried to get quantitative data to be able to see the percentages and numbers. Question number thirteen was about the negative effect of the teachers on their profession choices. The result is rather intriguing, while 84.2% of the students strongly disagreed with the idea of the question, 10.5% of the students strongly agreed. This result might mislead the ones who just look at the question number thirteen however, when it is thought, 10.5% of the students were affected negatively when deciding their profession. The number may seem slight, yet when they are thought one by one as individuals, the number is considerable also 10.5% of the students not only agreed with the situation but also strongly agreed with the situation. From the educators' point of view it should be considered since when this questionnaire is done with a large of group, this percentage might increase which means it is a situation that students have in their lives. It is not only about their school lives but also their social lives. Students will earn their lives with the money that will come with their professions. For instance; when a doctor is thought of, if the doctor does not want to be a doctor but because his teachers' negative effects on him just guide him, he might choose a profession that he would always be regretful for, also when their clients are considered, if the doctor is not happy because he thinks he is misled by their teachers because of the inadequate communication between him and his teachers, he would not be able to make his clients happy, and with the regret and the sadness inside him would lead him some ways that he would not like. The person does not have to be a doctor however; whoever has the same situation would be able to have the same circumstances (see Table 7).

TABLE 7. My teachers had negative effects on me while choosing my profession



When it comes to question number fifteen, the data that was given by the participant students was about the effect of their teachers' attitudes on their communication with their teachers. The result was not so confusing; it clearly showed that the students did not agree with this idea. 84.4% of the students disagreed and 10.5% of the students agreed with this idea. People decide how to act according to the ones' behaviors toward them. When it is thought about; if a student is always refused by his teacher while trying to communicate with the teacher, the student might give up trying at the end. Teachers should not be the ones who give up at the end but try hard to reach what they want about their students however; students are the ones who are learning at school. They do not only learn about the subjects at schools but also how to say something, how to react, how to express themselves. In addition they learn how to behave their teachers and other stakeholders at school. When they do not get any reaction or a reaction which might be called not enough, they lose their eagerness, they become less enthusiastic. To conclude, students' motivation is in teachers and stakeholders' hands. If they realize and guide the interaction in a beneficial way, students' learning would be enough for next interactions (see Table 8).

TABLE. 8 My teachers' attitude towards me did not affect my communication with my teachers.



In this section, the data, which were collected with a questionnaire, were taken from the private university preparation school students. When the percentages of the questionnaire are examined, it can be said that in these students' lives, teachers and other stakeholders had impacts and their effects shaped their students' lives. In this study, it has being tried to see if teachers and other stakeholders' at schools are able to affect students' lives not only on account of academic success, but also on account of social success. Not only life but also education is like dominoes, when a domino moves, it affects the rest. In education, if there is a relation which are not satisfied for a student, it might affect the student's relations with other stakeholders that are teachers, classmates, parents, vice principals and principals.

#### **4.4.The Effective Result of the Relation between Stakeholders**

In this section of the study, the answers came from the ones whom the interviews were done with will be talked and examined. The participants did not inform about the details of the study before they answered not to direct them and to be objective. They were all conscious that the answers would be going to be used in the study buy they did not know what this study claims. At the end, they were all informed by the interviewer about the thesis. The interviewer



was the observer at the same time. The participants were aware who the interviewer was while talking.

Although the answers came from different participants, they were all similar to each other and they were supporting the claim of this study. First, an English teacher was interviewed. She has eight years' experience with elementary and middle school kids. She was asked about the most significant communication issues with her group and she answered:

*“Çocukların ne öğretmenleri ne de arkadaşarını etkin bir şekilde dinlemeyi bilmiyor olması bugüne kadar en sık karşılaştığım problem. Bütün öğretmenler tecrübe etmiştir ki çocuklar çoğunlukla yüksek ses kullanmaya eğilimliler. Bunun nedeni belki de başkalarının kendilerini dinlemiyor oluşu ve çocuklar da bunları görerek iletişim kavramından uzaklaşıp dinlemeyi unutuyorlar. Tabi ki benim uzmanlığım değil fakat tecrübelerime ve gözlemlerime dayanarak bu yorumu yapıyorum.”*

*“The common problem that I faced most is that kids do not listen to both their teachers and friends efficiently. All teachers should experience that kids are tend to talk loudly. Maybe the reason is that others do not listen to them and kids with seeing this keep themselves away from the concept of communication and forget listening. Of course it is not my area however I can make this comment based on my experiences and observations.”*

With this answer it is seen that the only problem is not only not being aware of how to speak but also how to listen. One of the keys of communication is being an efficient listener, if somebody does not know how to listen; he cannot know what to answer. Talking loudly is a very common problem when kids are observed, and the reason for that might be talking to the ones who do not listen, so kids talk loudly to take their attention and to be listened. If they are

not listened, they learn that listening to others is not a point to be considered so he shapes his attitudes towards this understanding. As it was mentioned in the previous section, education is like dominoes, when a kid develops his understanding on this teaching, everything that he does according to this would be ordinary and normal for him. When his friends are thought of, it can be understood if they also start talking loudly since the kid who changes his attitudes to be able to be listened by others, shows his friends that it is normal, even if they do not want to change their manners, they would have to keep up with him. Imagine, when there is loud music around, the voices should be loud to be heard by others. The same operation happens among kids. When somebody talk loudly around, they prefer talking loudly too to make others hear what they say. When the same question was asked to the counselor who has been working with elementary school students for five years, a similar answer was given.

*“Çocukların kendilerini ifade etmekte güçlük çektiklerini düşünüyorum. Kendilerini nasıl anlatacaklarını bilmedikleri için şiddete yönelebiliyorlar. Zaten genel olarak öğretmenlerimizden de sınıfi içi ve sosyal ortamlarında karşılarındaki kişileri dinlemekte zorlandıklarını da duyuyorum. Bunun tamamen iletişim kurmayı bilmediklerinden kaynaklandığını düşünüyorum. Aslında burada yaşadığımız problemlerin birçoğunun kaynağı aynı. Dinlemeyi bilmemek, dinlenmemek yani iletişim kuramamak.”*

*“I think kids have difficulties with expressing themselves. Because they do not know how to communicate, they can head towards violence. After all, I hear from teachers that kids have difficulties while listening to the ones talking to them both in the classroom and in their social lives. And I think this problem results from not knowing how to communicate. In fact, the origin of most of the problems is the same; not knowing how to listen so not being able to communicate.”*

Most of the students have a similar problem; not listening. It all causes communication problems as the participants mentioned. Even violence can be connected with communication issues. When their words are not listened, they find other ways to be listened. If others do not pay attention to the words, they use actions to be seen and to take attention. When it is examined, it can be understood, use violence if your words are not enough. Of course, violence is a subject who should be studied wider and more detailed however, in this study with the data came from the participants, communication also touches one of violence's branches. This question was also answered by a vice principle. He has been working with elementary school students for seventeen years and he has been a vice principle for twelve years.

*“On senedir birinci sınıf öğrencileriyle çalışıyorum ve dikkatimi çeken en büyük problem kendilerini ifade etme konusunda yeterli olmamaları. Bazı öğrenciler genel olarak yüksek sesle konuştukları için arkadaşları onları dinlemek istemiyor ve bu da onların kendilerini ifade etmemeyi tercih etmelerine sebep oluyor.”*

*“I have been working with 1<sup>st</sup> grade students and the biggest problem that takes my attention is that students do not find themselves enough about expressing themselves. Because some of the students usually talk loudly, the others do not want to listen to them and it causes them not to prefer expressing themselves.”*

Communication problems are not only about students but also about parents. Every participant had something to say about this topic. The forth question was about the communication problems among stakeholders at school and parents. As parents are included part of stakeholders, this point is also significant to talk about. The question was to learn if they observed lack of communication between parents and their kids. Here is the English teacher's answer:

*“Tabi ki gözlemliyoruz. Mesela bir gün bir öğrencim yanıma gelip bir şey anlatmasını istediğimde neden anlatayım ne gerek var diye sordu ben de neden böyle düşündüğünü öğrenmek istediğimde büyüklerle küçükler konuşmaz, küçükler konuşsa da büyükler dinlemez ancak büyükler konuşur küçükler dinler dediğinde altında yatan nedeni biraz öğrenmeye çalıştım ve vardığım sonuç çok üzücüydü, ebeveynlerine bir şey anlatma her gittiğinde kendisini dinlemediklerini söyledi ki bu çok büyük bir sıkıntı yaratıyor.”*

*“Of course we observe this. For instance one day I wanted one of my students to tell me something and he asked the reason why he should do this then I wanted to learn why he thought like that and he said adults do not talk to kids, if kids talk adults do not listen to them so adults talk and kids just listen. When I tried to understand the real reason that caused him to think like that I felt sorry, he said whenever he goes to tell something to his parents they do not listen to him which causes a big problem.”*

Here, it is seen that not only teachers and vice principals but also parents have big roles in this subject. Students shape their manners through their parents’ reactions and they develop an understanding according to the reactions. The communication issues among the students and the kids have many effects on students’ school lives. As the English teacher stated that the kids cannot learn how to listen and because they are not listened by their parents they do not know how to do it effectively.

The next question was asked to lead the participants to the curriculum. The question aimed to learn if they had anything about communication in their official curriculum and if they had, whether they thought they were effective enough or not. The English teacher answered:

*“Grup çalışması ve ikili çalışmalar elbette kullanıyoruz ama iletişim kurmanın temel eğitimle veremediğimiz sürece çocukları bir araya getirip iletişim kurmalarını beklemekten öteye geçemiyor. Öncelikle iletişimle ilgili temel eğitimlerin rehberlikçiler tarafından verilmesi gerektiğini düşünüyorum.”*

*“ We do group works and pair works however if we do not learn communication with core training it is just keeping kids together and expect them to communicate but nothing else. I believe that the core training for communication should be given by counselors.”*

As the English teacher stated, she does not feel powerful enough with only doing group works and pair works without core education. She also believes that counselors should have more contexts about communication to make kids be aware of its importance. Now they are students but they will have different professions in the future, if they do not have enough skills for communicating and understanding they might not feel comfortable in society. While they can be the ones who are very successful, this feeling may stop them. Also, the counselor agrees with the English teacher. She does not think that their official curriculum is adequate enough for kids to learn how to do some things however she claims that everybody even teachers bring a value to their classrooms so that students learn many things except official curriculum. She also adds that sometimes it is not that efficient to have a plan while teaching but if it comes spontaneously, and then it might be more natural and so effective. So she recommends teachers to do what they do in their classrooms consciously because each behavior, each action has effects on students' while shaping their manners, values and ethics. The vice principal brought another point to the subject and he claimed that not only the communication among teachers and students but also the communication among teachers and manager such as principals should be evaluated because students can sense everything going

on in their schools. Also if teachers feel comfortable then they make their students comfortable and it creates a positive environment at schools, and this environment shapes students both academic and social successes.

What the vice principle stated can be connected to the school culture. All the things that students and parents can sense are because of the school culture. The conversations between stakeholders, the behaviors, the intonation, the flexibility and the patience give students and parents some ideas about what might happen and they can guide themselves through this. Here, another question appears, if teachers are aware of the importance of the communication both among them and students and other stakeholders or not. When it is asked the English teacher talked about how she has been trying to develop herself both professionally and personally, also she added that not everybody is like her, some of them are just teachers; they get paid then leave and do not think about the rest.

*“Ben kendini çok yetiştiren bir insanım mesleğim konusunda. Fakat ne yazık ki birçok öğretmen arkadaşımın böyle olmadığını görüyorum. Hizmet içi eğitimler çok önemli, o eğitimlerde de iletişimle ilgili konulara yer verilmeli ama henüz yeterince önem verildiğini göremiyoruz. Ben sadece hizmetiçi eğitimlere katılmıyorum, dışarıda da kendim ücretini karşılayarak bir çok eğitime katıldım fakat okul içi öğretmen öğrenci iletişimiyle alakalı bir içerik bulamadım ne yazık ki.”*

Although she has been trying to improve herself she cannot find a lot of workshops about communicating in schools and she thinks that would be beneficial if they upgrade their topic for trainings. The counselor also gave a similar answer to this question and said:

*“Her öğretmenimiz ve yöneticimiz bunun farkında değil. Eğitimci olarak farkında olmaları gerekebilir aslına bakarsanız ama öğretmen ve*

*yöneticilerimiz aynı yaşta ve aynı bakış açısında olmadıklarında bazen bazı noktaları kaçırabiliyorlar. Ama inanın çok yoğun çalışıyoruz, sorumluluklarımız, bizden beklenenler çok fazla, o yüzden bizim kaçırdığımız noktalar belki de dışardan bize tekrar gösterildiğinde biz de hatırlayıp ona göre şekillendirebiliriz bakış açımızı.”*

*“Not all teachers and managers are aware of that, in fact they should be aware of this problem but teachers and managers are from different ages and they do not always share the same thoughts so they might miss some points. But believe me we work really hard, our responsibilities, the expectations are huge, that’s why when a point is showed from outside we as educators need to remember and shape our point of views.”*

The counselor emphasized how hard conditions they have while working and because of that it is possible for them to miss some points and here another topic comes to the minds, if teachers have enough flexibility to focus on what they do in the classroom or not. While thinking about calling parents to give information in the break time, they might also be thinking about if they can be on time to be able to eat something while they are in the classroom. So do teachers use their full capacity when they are in the classroom? Or is there anything to do to help them be focused on students more? Here, to be able to get some ideas the next question was asked. How can we improve teachers in terms of communication in schools? The English teacher repeated her opinions again, and added that in-service training should be more about communication and instead of waiting for them to find the suitable ones for them, they should be given more without asking then more people will be aware of this subject. The vice principal also shared the same idea with the English teacher, he said that the topics of in-service trainings can be revised and the topics can be determined after asking

teachers' opinions, besides it is a good way to find the points that are problematic when it is asked to the ones who are currently in the area of education.

Teaching is something that nobody can exactly understand unless he does it. It has a lot of dynamics and it should be done sensitively, carefully. One of the participants of the in-depth interviews was a student. Now, she is about to graduate from London School of Arts and she was asked to compare the feelings of her both for Turkey and England. The question was about evaluating the communication while looking at her teachers in Turkey and her teachers in the UK. She said that during her education life in Turkey, she only knew at most five teachers who were enjoying in the classroom. She thought rest of the teachers did not like children, they were there in the classroom just to earn money and it caused her not to listen to them even if she liked the subject so the communication was also not very well among her and her teachers as she stated. She rarely liked some teacher and they were the ones who had communication with their students even outside of the classroom. These teachers also motivated her to come to school and learn. In London, she claimed that opposite of teachers in Turkey, the teachers in her school do not enjoin things, but let students learn. They do not manage but they lead, as she said they open the door and wait for you to come in and that is the way they teach students how to express themselves. Lastly she was asked to make a comment about improvement of teachers; the question was *“What would you like to say as a student to the teachers about their communication?”*

*“Özellikle Türkiye’de sınıftaki 20 kişinin çok farklı ilgi alanları ve karakterleri olduğunu hatırlması lazım çünkü herkes ilgi duymadığı bir çok şey yapıyor ve herkesten aynı ilgiyi alması imkansız bunu hatırlamaları gerekiyor. Matematik dersi dinleyen 20 kişi varsa belki sadece ikisinin gerçekten matematik sevdiğini hatırlamaları gerekiyor”*



*“Especially in Turkey, teachers should remember that the 20 students in the classroom have different characteristics and interest. They should remember that because everybody does many things that they are not interested and it is impossible to get the same attention from everybody. If there are twenty students in the maths lecture, maybe just two of them like maths and that is what they should remember.”*

The student emphasized on teachers’ expectations from children, and she wanted them not to separate students from them, they are the same, human beings and they do not have to like what they do. Maybe if they are released by teacher they can feel free and they can start standing on their own legs.

When in depth interviews were done with university preparation school kids the answers were not different. There were ten students in total and they were chosen randomly, eight of them stated the same idea. They do not think they are valuable enough to be listened. They said they did not want to share anything with their teachers because whenever they tried they always faced teasing and this stopped them trying. One student shared a memory from elementary school and said:

*“İlkokulda çok şişman bir öğrenciydim. Beslenme saati geldiğinde öğretmenim bütün fazla yemekleri toplar önüme koyar ve doymamışsındır sen diyip gülerdi ben de eve gidip anneme anlattırdım. Annem gidip öğretmenle konuşmamı istedi. Konuşmaya çalıştım ama sözümü bitirmeme izin vermeden şaka yapıyorum alınma sen de dedi. Ben de bu olaydan sonra susup konuşmamaya karar verdim. Beni dinlemediği için çok üzülüyordum. Bu hareketi herkese benimle dalga geçme cesareti verdi ve ben de kimseyi durduramadım.”*

*“When I was in elementary school, I was a fat kid. During the lunch time my teacher used to find the extra meals and put them in front of me with saying I am sure you are not full yet while laughing. And I used to go back home and tell my mother about it. My mom suggested me to go and talk to the teacher however although I tried to talk she even did not let me finish my sentence and said I am just joking do not take offense. After my effort, I decided not to talk anymore. I was too sad because she did not listen to me. With this behavior she encouraged my classmates tease with me and I could not stop anyone.”*

As the students stated, teachers might do things that hurt students and if it is not talked then it might cause big problems. Here, the teacher may not have been aware of the effect of her action on the student however, if she had listened to the student she would have been understood how the students was feeling and changed her sayings and actions. Teachers are humans, as everybody can, they can also make mistakes. The point is being aware of the importance of their manners and sayings on students. Students take everything into consideration and they move on with this experience.

## **5. CONCLUSION**

### **5.1 Introduction**

In this study I examined the communication among the stakeholders in schools and its effect on students. I took down notes while observing the classrooms, and these notes were used as data in this study. Also, I made two classes of students in total fifty-five students answer the questionnaire to see how effective their communication with the stakeholders in schools on their lives. Besides, I made in depth interviews with the stakeholders such as an English teacher, a counselor, a vice principle and students to understand if they see the communication as this study suggests. I wrote down everything came from the participants and tried to analyze the common sayings from the questionnaire, observation and in depth interviews to reach this study's point. All methods were used separately, the participants of in depth interview did not know about the results of the questionnaire so they did not have the chance to shape their answers through it. In addition, all questions were asked without intonation so nobody was aware what this study examines and claims until the end of the interviews.

### **5.2 Summary of Findings**

In this study, it was tried to show that teaching is not only about the lecture but also everything includes everybody in schools. From each word students hear, to every reaction that they observe is a learning for them. Therefore, three methods were used and the participants were stakeholders in schools. All the questions were asked to prove that there is a significant effect of communication on students. According to the, observations, answers and the percentages a common point was seen. Although different ideas came from different points of views, the participants and the percentages agreed with what this study claims. In

this study, quantitative data was not included as much as qualitative data since the subject of this study is trying to show the effect of the communication which is an abstract topic.

As literature elicited, communication occurs with different groups. While it can occur with only one person interpersonally, it can occur in organizations, and numbers of people change the way they communicate. In school, a student does intrapersonal communication, when he is with a classmate he does interpersonal communication, if the communication occurs among him and other students then it is called small group communication, finally when it counts as a school and him as a part of his school, it becomes organizational communication. Each school has all these types of communications as much as they have students and schools point of views, their reactions, and their attitudes shape their cultures which called school culture. Also each school has their hidden curriculum as well as official curriculum. All the teachers that schools bring many different things from their lives and even if they do not do it on purpose, they display their values and let students learn. Therefore whatever they do in the classrooms they cause students learning, every word they say, every reaction they have shape students' characteristics. Besides, as literature stated, they learn about their ethics, beliefs, manners and values during school time.

In summary, because it is a very large area, a further research is required to specify all the points that were mentioned in this study.

### **5.3 The Limitations of the Study**

This study was faced some limitations which did not stop or affect the data however the number of people that participated this study could have been more to be more clear and specific. Firstly, the participants' data were generalized, yet if the number could have been more and the participants could have been chosen from other cities and even other countries,

there would be more generalizability. Nevertheless, this study could point at what it wants to say with the data that were collected.

#### **5.4 Implications for Teaching**

The findings of this study displayed that even though there is not an official regulation about hidden curriculum; the stakeholders at schools are a part of hidden curriculum either consciously or unconsciously. Also, these findings referred that teachers, parents and management have effects on students and students do not come to school only for learning about subjects but also they learn how to think, believe, and react, also they shape ethics through their learning at schools. So this study aims to show teachers and the ones whose profession is communication that these topics are more related than they think. Communication and teaching should be considered together as parts of the same area. If a domino moves, it affects the rest.

#### **5.5 Implications for Further Research**

More results could be added about the relation between communication and teaching. For the future studies, I suggest researchers to find participants from other cities and maybe even other countries. Also the students can be found from different school and the number of students can be more. In addition, this study does not have to stay as a study it also can be transformed into a project which gives ideas on improving communication in schools. It can be converted a training and used in schools.

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## Personal Information

Date of Birth: 21.08.1993  
Place of Birth: Istanbul,  
Turkey  
Nationality: Turkish  
Gender: Female  
Driver's License: B (Acquired in 2012)

## Work Experience

**Maltepe University, English Instructor**  
10.2018-present

**Bilfen Schools, English Teacher**  
08.2017-08.2018

**Anabilim Schools, English Teacher for Gifted & Talented Kids**  
08.2016-08.2017

**Kazım Tunç Elementary School, English Teacher**  
10.2015-01.2016

**Kadir Has Elementary School, Trainee English Teacher**  
10.2014-05.2015

**YMCA / Camp Chase USA, Camp Counselor**  
06.2014-09.2014

**İstek Kartal Private High School, Trainee English Teacher**  
02.2013-05.2013

**Yeditepe University Education Works, Volunteer English Teacher**  
09.2012-05.2013

**DenizTemiz TURMEPA, Volunteer English Teacher**  
09.2012-05.2013

## Education

**Master's Degree**  
Yeditepe University – Faculty of Communication, Public Relations and Publicity  
09.2015 – Present

**Bachelor's Degree**  
Anadolu University – Faculty of Communication, International Relations  
09.2011 – Present

**Bachelor's Degree**  
Yeditepe University – Faculty of Education, English Language Teaching  
09.2011 – 06.2015

## Foreign Languages

**Turkish**  
Reading: Advanced  
Writing: Advanced  
Speaking: Advanced

**English**  
Reading: Advanced  
Writing: Advanced  
Speaking: Advanced

## Skills

MS Office, Smart board

## Hobbies

Reading, TV Series, Drama, Creative Writing, Judo

## Certificates

- Duru Theatre- Creating Drama (2010)
- Nar Education and Consultancy- NLP Practitioner (2010)
- Nar Education and Consultancy- NLP Master Practitioner (2011)
- Body Language and Effective Communication (2011) Stress Management (2012)
- Turkish Sign Language in Practitioner Level (2013)
- First Dan in Judo (2013)
- Entrant Referee in Turkish Judo Federation (2013)
- 8 Weeks in the Kitchen – MSA (2018)