

EVALUATION OF THE EFFECTS OF ORGANIZATIONAL COMMUNICATION ON ORGANIZATIONAL COMMITMENT ACCORDING TO THE OPINIONS OF ADMINISTRATORS, TEACHERS AND SERVANTS: THE CASE OF RURAL PRIMARY SCHOOLS

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Abstract: This study examines the nexus between organizational communication and organizational commitment in rural primary schools, drawing insights from administrators, teachers, and support staff. Utilizing a mixed-methods approach, encompassing surveys, interviews, and document analysis, the research investigates how communication strategies impact commitment levels in this specific educational context. Findings aim to illuminate the nuanced dynamics influencing commitment, offering actionable insights for educational stakeholders. By addressing the unique challenges of rural primary schools, this research contributes to the enhancement of communication strategies, fostering a more committed and engaged school community. The study's outcomes may inform tailored interventions and policies, creating a foundation for improved organizational commitment in rural primary education.

Keywords: Organizational Communication, Organizational Commitment, Rural Primary Schools, Stakeholder Perspectives, Educational Context

1. INTRODUCTION

From the moment human beings began to live in communities, they have needed to communicate with other individuals. Communication is the lifeblood of organizations as it enables people to come together, organize, create communities and move towards a common goal. As in all other organizations, the most important factor in educational organizations to maintain their existence and achieve their goals is the communication between the employees of the organization (Ada and Oymak, 2021). It depends on organizational communication for all employees working in educational organizations, such as administrators, teachers, servants and secretaries, to ensure the flow of information and work in cooperation and coordination to achieve educational goals (Ergenekon and Aküzüm, 2020; Karasoy, 2021). In order for educational organizations to compete with other educational organizations, all stakeholders must work in a coordinated manner. At this point, the most important element that ensures coordination is organizational communication. It has been determined that organizational communication is effective on making and implementing decisions regarding the educational process in educational institutions, ensuring the necessary information flow, student success, financial success, reputation and efficiency (Çantay and Yaşar, 2019; Ertekin et al., 2018; Güçlü, 2017). It is known that effective communication in educational institutions affects the school climate. Effective organizational communication directly affects employees' feeling of belonging to the organization and creating strong bonds (Çağlar and Çınar, 2021). School administrators, teachers and other employees; Participating in decision-making on behalf of the school, feeling like they belong to the school, working hard to achieve the school's goals, and aiming to serve at the current school for many years is called organizational commitment (Kılıç, 2019). It has been demonstrated that organizational commitment affects the job performance, job attendance and productivity of employees in the organization. At this point, it has been determined that a high level of organizational commitment of teachers in

educational organizations increases student success and enables the school to achieve its goals more easily (Balay, 1999; Eskibağ, 2014; Sarıkaya, 2011). There are studies in the literature that reveal the effects of organizational communication and organizational commitment on each other. As a result of these studies, the effects and level of organizational communication on organizational commitment were determined. In their study, Doğruöz and Özdemir (2018) found that the anti-productive work behaviors of teachers working in educational institutions had a positive relationship with their organizational commitment. In this context, since the scope of anti-production work behaviors includes interrupting the flow of information and giving false information, it is seen that organizational commitment is also affected when organizational communication is prevented. As a result of the study conducted by Yıldız (2019) to determine the effects of organizational communication on organizational commitment and organizational trust; It has been determined that organizational communication elements are effective on organizational commitment. Çağlar and Çınar (2021) revealed that the communication skills of school principals affect the organizational commitment levels of teachers. Therefore, it has been stated that the leading role directing organizational communication belongs to the school principal, and when he manages organizational communication effectively, teachers' organizational commitment levels increase.

Purpose of the Research; Achieving the goals set in educational institutions and ensuring student success are very important for school administrators, teachers and all other stakeholders. Achieving the school's goals and ensuring student success is possible with the cooperation and coordinated work of all school stakeholders. It is necessary to ensure information flow and an effective communication process between school administrators, teachers and all other employees. In this context, organizational communication is the key to educational institutions achieving their goals and ensuring student success. It is stated in the literature that the strength of organizational communication between employees in an organization is related to the organizational commitment of the people working in that organization. The aim of the research conducted in this direction is to reveal the effects of organizational communication on organizational commitment in 5 primary schools selected from rural regions in TRNC, from the perspectives of the employees in the institution. The study to be conducted for this purpose seeks answers to the following research questions:

1. What are the organizational commitment levels of the employees?
2. Do employees' organizational commitment levels differ according to demographic factors?
3. How do organizational employees evaluate the relationship between organizational communication and organizational commitment?

2. METHOD

Model of the Research

The model of this research is a mixed model research in which qualitative and quantitative methods are used together. Mixed model research is a multidimensional research design in which the researcher uses qualitative and quantitative methods to collect, analyze and interpret data in the same research (Cresswell and Plano Clark, 2011). It provides strong results about the research as a result of collecting and interpreting qualitative and quantitative data together. The first reason for choosing the mixed method is that it provides a holistic and multidimensional meaning to events and phenomena. Another purpose of choosing the mixed method is to increase credibility by ensuring that the data obtained from the combined use of qualitative and quantitative methods confirm each other. In this context, the weak side of one method is eliminated with the support of the other method (Yıldırım and Şimşek, 2018). The data obtained in this research were collected by qualitative and quantitative methods. In the qualitative dimension of the research, the opinions of employees in rural primary schools regarding organizational communication and organizational commitment were examined in

detail. In the quantitative dimension of the research, the relationship between the demographic characteristics and organizational commitment of school employees in the selected rural primary schools was examined. In this context, while the research is handled in a multidimensional manner, the data obtained also support each other. The patterns used in the mixed method are examined under four headings. These; variation design, embedded design, explanatory design and exploratory design (Creswell and Plano Clark, 2011). Variation design was used in this research. In the variation design, it is aimed to make comparison and integration by creating diversity in the data obtained by using qualitative and quantitative research methods together. At the same time, it is aimed to ensure the validity and reliability of the study (Cresswell and Plano Clark, 2011). In this study, the data obtained through semi-structured interviews were confirmed by comparing them with the data obtained from the scales.

In the quantitative dimension of the research, the Organizational Commitment Scale was applied to 68 employees (5 administrators, 53 teachers and 10 janitor) in the selected rural primary schools. In the qualitative dimension, interviews were conducted with 4 school principals, 5 teachers and 5 janitors working in the same 5 schools, in the light of semi-structured interview questions.

Quantitative Aspect of the Research

In the quantitative dimension of this research, TRNC. It was aimed to determine the relationship between the demographic characteristics and organizational commitment of the employees, according to the opinions of administrators, teachers and janitor at Güvercinlik, Düzova-Cihangir, Tepebaşı, Serhatköy and Dipkarpaz Primary Schools affiliated with the Ministry of National Education and Culture. In this context, the relational screening model was used.

Qualitative Dimension of the Research

Qualitative research is research in which the events and facts under investigation are examined in depth, described and interpreted, and the results are presented from a subjective perspective (Yıldırım and Şimşek, 2018). In the qualitative dimension of this research, the phenomenology pattern, one of the qualitative research methods, was used. Phenomenology, also known as phenomenology, is a research pattern shaped around facts. In the phenomenology design, the researcher examines the subject he is working on in depth (Yıldırım and Şimşek, 2018). In this research, the opinions of 4 managers, 5 teachers and 5 janitors regarding organizational communication and organizational commitment were evaluated through semi-structured interviews.

Population, Sample and Study Group

In this research, 5 primary schools located in rural areas in 5 different districts under the Directorate of Primary Education within the TRNC Ministry of National Education and Culture were randomly selected. These randomly selected schools affiliated with the TRNC Primary Education Department are Güvercinlik Primary School, Düzova-Cihangir Primary School, Tepebaşı Primary School, Serhatköy Primary School and Dipkarpaz Primary School.

Quantitative Aspect of the Research

While determining the participant group in the quantitative dimension of the study, the participation of all principals, assistant principals, teachers, secretaries and janitors working in these 5 schools was targeted. While determining the sample of the quantitative dimension of the research, convenience sampling method was preferred. Convenience sampling is a sampling method in which data is collected by selecting the participant group in the easiest, shortest time and with the least cost. According to this method, the aim is to create the sample easily (Yazıcıoğlu, 2004). The survey, which was intended to be applied to 83 participants, was applied to 68 people on a voluntary basis. In this context, the sample's representativeness of the universe was determined as 81.9%.

Qualitative Dimension of the Research

The preferred research design in the qualitative dimension of this study is phenomenology. When determining the sample in this research design, participants who experience the phenomenon emphasized by the research are preferred (Creswell and Plano Clark, 2011). For this purpose, preliminary interviews are held with the participants to determine whether they can be included in this research. The criterion sampling method provides the formation of the most appropriate study group in phenomenology research (Yıldırım and Şimşek, 2018). In the criterion sampling method, a study group is formed according to the criteria determined by the researcher for the study. In this study, a working group was formed from participants who worked in rural primary schools and could reflect their views on organizational communication and organizational commitment. In this context, it was aimed to interview 5 school principals, 5 teachers and 5 janitors working in 5 pre-determined rural primary schools. Since the participation of the participants in the study group was voluntary, a total of 14 people, including 4 school principals, 5 teachers and 5 janitor, took part in the study group in the qualitative dimension of the study.

Data Collection Tools

Quantitative Dimension of the Research: Organizational Commitment Scale. The survey form used to collect data begins with an information letter briefly explaining the purpose of the survey to the participants. The first part of the survey consists of questions about the participant's demographic information such as age, gender, years in the profession, position at school and how long he/she has been doing this task. The last part consists of questions of the organizational commitment scale.

Qualitative Dimension of the Research: Semi-Structured Interview Form; In the study, data was collected by using semi-structured interview technique, which is a qualitative data collection method, in order to obtain the opinions of administrators, teachers and other employees working in rural primary schools in TRNC about organizational communication and organizational commitment. In the semi-structured interview method, the researcher has the flexibility to change the sentence structure and order and go into detail about the topics he wants to cover while directing the questions he has prepared in advance to the participant (Yıldırım and Şimşek, 2018).

3. Collection of Data

Before starting the research, an ethics report for the research was obtained by applying to the Near East University Research Ethics Committee. Then, in order to collect data from the employees in the rural primary schools where the research will be conducted, TRNC. By obtaining the necessary permissions from the Department of Primary Education under the Ministry of National Education and Culture, data collection began from school administrators, teachers and other employees included in the research. Since the research was a mixed method research, two different data collection tools were used, quantitative and qualitative. In the quantitative part, data was collected by applying the Organizational Commitment Scale to 5 school administrators, 52 teachers and 10 other employees. This scale was applied to the participants via Google Forms. In the qualitative dimension, data was obtained by asking semi-structured interview questions developed by the researcher to 4 school principals and 5 teachers. Data was obtained by applying a personal opinion form to 5 school employees who could not be reached through online interviews.

4. Analysis and Interpretation of Data

Due to the use of mixed methods in this research, data were collected by both qualitative and quantitative methods. Data analysis was done separately according to both methods. The data obtained in the quantitative dimension of the research were analyzed with the SPSS 26.0 statistical program. The content analysis method used in the analysis of qualitative research was used to analyze the data obtained through semi-structured interview questions and personal

opinion form. Content analysis involves identifying the data obtained, collecting and interpreting it under certain themes. The data obtained as a result of qualitative research is coded and themes are determined. Then, the codes and themes are arranged and the findings are defined and interpreted (Yıldırım & Şimşek, 2018). In this research, NVIVO 11 qualitative data analysis software program was used to digitize the data obtained in the qualitative dimension and display it with graphics. It is stated that qualitative data, like quantitative data, can be expressed numerically to a certain extent (Yıldırım and Şimşek, 2018).

5. RESULTS

Findings Regarding the Quantitative Dimension of the Research

Difference Tests

In this section, it was tested whether there was a significant difference between the subcategories of the demographic factors used in the correlation analysis and the variables of the research.

Organizational Commitment Dimensions According to Participants' Gender. “Do organizational commitment dimensions differ according to the gender of the participants? Hypothesis results are presented in Table 1.

Table 1.
Test Results for the Difference Between Organizational Commitment Dimensions by Gender

	DUY	DEV	NOR
Mann-Whitney U	498,500	539,500	507,500
Wilcoxon W	1164,500	1035,500	1003,500
Z	-,755	-,235	-,639
Asymp. Sig. (2-tailed)	,450	,814	,523

a.Group Variable: Your Gender

According to the Mann-Whitney U test results, it is seen that there is no significant difference between the gender variable and the sub-dimensions of the organizational commitment scale ($p>0.05$).

Organizational Commitment Dimensions According to Participants' Ages. “Do organizational commitment dimensions differ depending on the age of the participants?” Hypothesis results are presented in Table 2.

Table 2.
Test Results for the Difference Between Organizational Commitment Dimensions According to Age Groups

	DUY	DEV	NOR
Kruskal-Wallis H	2,146	2,103	,668
Df	5	5	5
Asymp. Sig.	,829	,835	,985

a. Kruskal Wallis Test

b.Group Variable: Your age

According to the results of the Kruskal Wallis H test, it is seen that there is no significant

difference between the age variable and the sub-dimensions of the organizational commitment scale ($p>0.05$).

Organizational Commitment Dimensions According to Participants' Education Levels. “Do organizational commitment dimensions differ according to the education level of the participants?” Hypothesis results are presented in Table 3.

Table 3.

Test results for the difference between organizational commitment dimensions according to education level

	DUY	DEV	NOR
Kruskal-Wallis H	,101	1,040	1,969
Df	2	2	2
Asymp. Sig.	,951	,595	,374

a. Kruskal Wallis Test

b. Group variable: Your Education Status

According to the results of the Kruskal Wallis H test, there is no significant difference between the education level variable and the sub-dimensions of the organizational commitment scale ($p>0.05$).

Organizational Commitment Dimensions According to Participants' Total Working Time. “Do organizational commitment dimensions differ according to the participants' total working time?” Hypothesis results are presented in Table 4.

Table 4.

Test Results for the Difference Between Organizational Commitment Dimensions According to Total Working Time

	DUY	DEV	NOR
Kruskal-Wallis H	1,880	1,226	3,643
Df	4	4	4
Asymp. Sig.	,758	,874	,456

a. Kruskal Wallis Test

b. Group variable: Your Total Working Time

According to the results of the Kruskal Wallis H test, it is seen that there is no significant difference between the total working time variable and the sub-dimensions of the organizational commitment scale ($p>0.05$).

Dimensions of Organizational Commitment of Participants According to the Duration of Working in the Institution. “Do the organizational commitment dimensions of the participants differ according to the variable of where they work?” Hypothesis results are presented in Table 5.

Table 5.

Test Results for the Difference Between Organizational Commitment Dimensions According

to the Duration of Working in the Institution

	DUY	DEV	NOR
Kruskal-Wallis H	,040	,055	1,380
Df	2	2	2
Asymp. Sig.	,980	,973	,502

a. Kruskal Wallis Test

b. Group variable: Your Term of Office at the Institution You Work For

According to the results of the Kruskal Wallis H test, there is no significant difference between the tenure in the institution you work for and the sub-dimensions of the organizational commitment scale ($p > 0.05$).

Organizational Commitment Dimensions According to the Variable of Where Participants Work in the Institution.

Table 6.

Test Results for the Difference Between Organizational Commitment Dimensions According to the Variable of Where the Participants Work

	DUY	DEV	NOR
Kruskal-Wallis H	,040	,055	1,380
Df	2	2	2
Asymp. Sig.	,980	,973	,502

a. Kruskal Wallis Test

b. Grouping Variable: calpoz

The results of the Kruskal Wallis H test show that there is no significant difference between the variable of place of employment and the sub-dimensions of the organizational commitment scale ($p > 0.05$).

Findings Regarding the Question: What are the Organizational Commitment Levels of Employees?

The test results obtained regarding the dimensions of employees' organizational commitment levels are presented in Table 7.

Table 7.

Organizational Commitment Levels of Employees Regarding the Emotional Commitment Dimension

Dimension	N	X	Standard deviation
When Table 7 is evaluated, the average level of attitude towards normative commitment ($X = 2.87$) is at a medium level. This shows that the normative commitment level of the participants to the institution they work for is medium.	67	3.94	0,86

When Table 11 is evaluated, the average level of attitude towards emotional commitment ($X =$

3.94) is high. This shows that the participants have a high level of emotional commitment to the institution they work for.

Table 12.

Organizational Commitment Levels of Employees Regarding the Continuance Commitment Dimension

Dimension	N	X	Standard deviation
Continuance Commitment Dimension	67	2.73	1.23

When Table 12 is evaluated, the average level of attitude towards continuance commitment ($X=2.73$) is at a medium level. This shows that the participants' level of continued commitment to the institution they work for is moderate.

Table 8.

Employees' Organizational Commitment Levels Regarding the Normative Commitment Dimension

Dimension	N	X	Standard deviation
Normative Commitment Dimension	67	2.87	1,11

The incident was obtained by applying a survey using the sampling method. The research focused on two questions.

1. What are the organizational commitment levels of the employees?
2. Do employees' organizational commitment levels differ according to demographic factors?

In this context, difference tests were conducted and no statistically significant difference was found in the organizational commitment levels of employees according to gender, age, education level, total working time, working time in the institution and duty.

It was found to be statistically significantly higher than the average score of the employees regarding their emotional commitment. It can be said that the emotional commitment of employees is higher than the continuation and normative commitment levels.

Findings Regarding the Qualitative Dimension of the Research

Themes and Subthemes for the Research Model Emerged as a Result of Data Analysis in Qualitative Research

In the qualitative dimension of the research, the themes that emerged as a result of the analysis of the data regarding the opinions of school principals, teachers and janitor working in rural primary schools regarding the Effects of Organizational Communication on Organizational Commitment were stated. In the research model, the participants were divided into themes according to the opinions they expressed in line with the questions asked. The findings are presented in detail in the light of these themes.

Table 9:

What kind of support do you receive from your school to achieve your school's goals?

THEMA	MANAGER		TEACHER		JANITOR	
	N	%	N	%	N	%
Sharing Support	4	28,6	-	0	5	35,7
Task Breakdown Support	1	7,1	-	0	4	28,6
Planning	4	28,6	-	0	5	35,7

Moral Support of Teachers	4	28,6	2	14,3	2	14,3
Janitor Support	2	14,3	1	7,1	5	35,7
Technological Hardware Support	-	0	1	7,1	-	0
Physical Hardware Support	-	0	2	14,3	-	0
Moral Support of the Manager	-	0	3	21,4	2	14,3
Material - Material Support	-	0	2	14,3	4	28,6
Manager's Financial Resource Support	-	0	1	7,1	-	0
Financial Resource Support for Teachers	-	0	1	7,1	-	0
External Environmental Support	1	7,1	2	14,3	-	0

As seen in Table 9, according to the opinions of the principal, teacher and janitor, what kind of support do you receive from your school in order to achieve its goals? They put forward their views on sharing support, task distribution support, planning, moral support of teachers, janitor support, technological equipment support, physical equipment support, moral support of the principal, material support, financial resource support of the principal, financial resource support of the teacher and external environment support. According to the answers given in Table 9, principals stated that they mostly received task sharing, planning and moral support from teachers from their institutions. Teachers, on the other hand, stated that they received the most moral support from school principals. According to the janitors, the issues they receive the most support from at the school where they work are sharing, planning and receiving support from other janitors.

The opinions of the participants on the subject are stated below.

M1: "So, especially in rural areas, the main thing is sharing. In other words, in my opinion, all teachers also become administrators from time to time within their job descriptions. "They are trying to share my assigned burdens."

M2: "At the meeting held on the first day of school, we first make a plan about our projects to be done this year and the subjects I need. We express this at the first meeting of the week the school opens and make a plan accordingly. Of course, teachers are involved in this issue."

S1: "My manager tries to help as much as he can in any way he can. So, for example, let me talk about this at the beginning of the semester. During the preparation period, before schools opened, there was a lack of projection in some of our classes. No, there was a problem with the computers. My principal worked diligently to have them fixed before the schools opened, or to have them purchased and installed in the classrooms. If we talk technologically, we don't have any problems with projection, at least on the computer. We have a laboratory in our school. When I look at it from a managerial standpoint, both my manager and my assistant manager try to help me under all circumstances..."

T2: "I mean, we only have one principal from the school administration. There is no other administrator at the school. I am especially pleased with our principal this year. Let me

tell you both in a spiritual sense, the man reinforces the work we do, how can I say it, and thanks you...”

T4: “He makes every contribution to achieve our goal and supports us. If you have any problems with the parents, they say okay, for example, you wait a little while, I will talk to you and help you as much as I can. If we are missing something, he tries to cover it by even paying from his pocket. Essentially, if an event is to be held, it is trying to implement everything it can in a democratic way to achieve its goal.”

H3: “Everyone has their own area of responsibility and their own work. “Everyone knows what to do every day.”

H4: “Like me, many people's children are valuable. That's why we have to do our job properly. When something breaks or breaks at school, we try to fix it without delay. We always try to keep the toilets and the garden clean. Our school principal always walks around, tells us if he sees something missing, and follows up and plans the work. Since he is a meticulous person, our work always proceeds in a planned and programmed manner.”

6. CONCLUSION AND RECOMMENDATIONS

Results Regarding the Quantitative Aspect of the Study. In the research conducted, the survey applied to school principals, teachers and other employees examined whether organizational commitment had a significant relationship with the demographic variables of gender, age, education level, total working time, working time in the institution and duty at the school. In this context, no significant relationship was found between employees' organizational commitment and demographic characteristics.

Similar studies on the subject have also obtained different results regarding the relationship between organizational commitment and demographic variables. While Ateş and Buluç (2018) concluded that the organizational commitment of primary school teachers may show a significant difference according to demographic variables such as gender, age, marital status, education level and professional seniority, Mert (2019) found that there is no significant difference according to gender, marital status, branch and staff variables. Çağlar and Çınar (2021) found that there is no significant difference in terms of the gender variable of organizational commitment, but there is a significant difference in terms of professional seniority and working time in the institution.

As a result of the analysis conducted on the emotional commitment, continuance commitment and normative commitment dimensions of organizational commitment, it was determined that the emotional commitment of the participants to the school they work for was at the highest level, continuation commitment was at the medium level and normative commitment was at the low level. While Kaygısız (2012) and Kılıç (2019) reached a conclusion that coincides with the findings of the study, Uludağ (2018) concluded in his study that emotional and normative commitment, one of the organizational commitment dimensions of corporate employees, is high and continuance commitment is low.

Results Regarding the Qualitative Dimension of the Study.

Results Regarding the Support Received from the Institution in Fulfilling the School's Aims. The principal, teachers and janitors classified the support received from the institution in achieving the school's goals in different ways. In this context, managers; It is concluded that they receive planning, task distribution, sharing, moral support of teachers, support of janitors, and support from the external environment. At the beginning of the year, school principals, together with teachers, make plans regarding the operation of the school, its goals, and the activities to be held during the year. This indicates that while planning, tasks were distributed with the teachers, certain teachers were given duties for each activity, and teachers supported each other morally in the realization of these activities. In addition, the burden of the school principal is shared by the teachers when necessary, and they work with

team spirit. They state that school staff, including janitors, support each other in activities, distribute tasks and that everyone does more than their share. School principals receive financial support from the external environment. The school is financially supported by the Parent-Teacher Association, the municipality to which the school is affiliated, and local tradesmen.

It has been concluded that teachers receive moral support, technological equipment support, janitor support, physical equipment support, moral support of the principal, material support, financial resource support of the principal, material resource support of the teacher, and external environmental support from the institution in order to fulfill the school's objectives. Teachers create optimal educational conditions by getting support from other teachers, sharing tasks, and getting support from each other in order to fulfill the educational goals of the school. School principals support teachers in finding all kinds of financial resources and completing the physical and technological equipment. In addition, teachers state that they are appreciated by school principals for the work they do. Teachers share course materials and mimeographs with each other. Teachers also state that the external environment provides financial support for the school's needs. In cases where the school does not have the resources, teachers cover the purchase of necessary materials for educational activities for children from their own budgets. Janitors, in order to fulfill the aims of the school; It is concluded that they receive sharing support, task distribution support, planning, teachers' moral support, janitor support, principal's moral support, and material support.

Janitors can easily fulfill their duties with the distribution, sharing and planning of tasks made by the school administration. Due to the distribution of tasks, everyone supports each other with understanding. It is stated that the school principal and teachers constantly warn students about keeping the environment and classroom clean, and these warnings are a great support for the janitors. If there is a shortage of cleaning materials needed for the janitors to perform their duties properly, the school principal immediately procures new ones. These results obtained are based on Yelken, Kılıç and Üredi (2010); It is supported by the results of studies conducted by Derinbay (2011) and Uzun (2018) regarding the support employees receive from organizations.

Results Regarding the Comparison of the School in the City and the School in the Rural Area in Terms of Communication. For school principals, in schools located in rural areas, there is easy communication, easy organization, a friendly school environment, a sharing school environment, more room for cooperation, no grouping among teachers, a less crowded environment, limited financial means, and financial support from the municipality. It was concluded that it was easy to get support. It is stated that communication in city schools is unprofessional and limited. On the other hand, it is stated that communication in rural schools is easy and friendly. A school environment based on cooperation and sharing among employees with the benefits of a friendly environment exists in schools in rural areas. The small number of teachers prevents grouping. Although financial opportunities are limited in rural schools, it is stated that it is easier to receive financial support from the municipality in the region where the school is located. Teachers, on the other hand, have the same opinion as school principals, without mentioning financial means. According to the opinions of the janitors, it was concluded that in rural schools, communication is easy, organization is easy and there is a less crowded environment. In terms of janitors, the fact that schools in rural areas have fewer students than those in the city makes it easier for them to clean and maintain this cleanliness. It is also stated that communication and organization among all school staff is easy. Lezha (2017) reached similar results to this study in his study on organizational communication in rural schools.

Results on the Evaluation of Advantages and Disadvantages of Communication and Management in Rural Schools. According to the opinions of school principals, it has been concluded that the advantages of working in a school located in rural areas are easy

communication, easy gathering, discussion through various communication tools, friendly family atmosphere, ease of receiving financial support from the municipality, administrative convenience, cooperation, cooperation, sharing, and an uncrowded environment. It was concluded that the disadvantages are communication problems due to parents' working hours and limited financial resources. School principals state that it is administratively easy because the number of teachers and students is low. It is concluded that due to the small number of teachers and employees, there is a friendly family atmosphere, communication is easy, everyone is easily organized from the moment of the meeting, crises can be easily managed, and communication can easily take place face to face, through meetings or via WhatsApp. There is cooperation and cooperation between teachers and social sharing. At points where schools experience financial difficulties, it is considered an advantage to easily receive help from the regional municipality.

Since parents in rural areas mostly earn their living from agriculture and animal husbandry, their working hours are not regular like those of civil servant parents in cities. For this reason, there are difficulties in communicating with parents in rural areas. In addition, the school's limited financial resources are considered a disadvantage. Akın, Adıgüzel and Aytaş (2022) reached similar results regarding the disadvantages stated by principals. Teachers working in schools in rural areas concluded that the advantages of working here are easy communication, easy gathering, friendly family atmosphere, uncrowded environment, respect for teachers, and easy and good communication with parents. Although teachers almost agree with principals about the advantages of working in rural areas, teachers state that they are more respected by students and their parents in rural areas. In addition, teachers state that they can easily reach parents and communicate well. According to the teachers' opinions, the disadvantages are that financial resources are limited, they are far from the center, there are constantly changing teachers and administrative staff in some schools, the limited number of teachers, the absence of groups, and having to get along with everyone. Teachers cannot carry out every activity and activity they want due to limited financial resources. Karataş and Kınalıoğlu (2018) concluded that limited financial resources are a disadvantage [29] – [39].

Suggestions

In line with the findings obtained as a result of the research, providing in-service training on communication for administrators in schools affiliated with the TRNC Ministry of National Education can strengthen organizational communication in schools. A survey can be conducted for teachers through school principals of the Ministry of National Education to express their expectations regarding organizational communication. School principals' paying more attention to teachers' expectations and demands in this regard, and their voluntary participation in trainings organized by the ministry to improve themselves in this field, can make a positive contribution to organizational communication and therefore to education. It may be useful for education inspectors working within the Ministry of National Education to inspect the communication skills of school administrators and teachers, in addition to document and education inspections, in the inspections they carry out in schools. When school administrators are appointed, they are appointed according to their exam scores and criterion scores. In addition, the element of "communication skills and competence" can be added to the qualifications sought when appointing school administrators.

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