



Semir I. Šejtanić¹

University “Džemal Bijedić”, Mostar, Teacher Training Faculty,
Bosnia and Herzegovina

Original
paper

Mile Dj. Ilić

University of Banja Luka, Faculty of Philosophy,
Bosnia and Herzegovina, Republic of Srpska

doi: 10.5937/inovacije1603061S

Paper received: August 11th 2016

Paper accepted: September 15th 2016

Article Published: October 31th 2016

Communication between the principal and the students

Extended summary

Communication is a great value of the whole humankind. People who communicate well are able to convey their knowledge and ideas to other people. Good and quality communication is necessary for functioning in all spheres of the social life, and at the same time for the functioning of the pedagogical-educational process. Education as an interactive communication process has always taken place in the interpersonal relation and was dependent on the way people communicate. Director communicates with teachers, parents, the community, but special segment of the principal work includes communication with students. This communication takes place on the initiative of the director, students, and groups of students or teachers. In each of these cases, the school principal should be approached with many attention and communication skills. Priorities of the school, and therefore the priorities are determined more intensive users of school services.

The aim of this study was to determine which types of communication are dominant between the principal and the school students.

The realization of the objective of the research led to the following tasks to be implemented in this study:

1. Establish whether there is a statistically significant difference in the estimates of students and principals that the majority of school principals communicate with students in a democratic way rather than in the autocratic way.

¹ semir.sejtanic@yahoo.com

2. Establish and analyse whether there are statistically significant differences between the students and the principals that the majority of school principals communicate with students directly rather than indirectly.

3. Examine and determine whether there are statistically significant differences between the students and the principals that the majority of school principals communicate with students in a non-violent way rather than in a violent one.

The research has been conducted for determining which types, i.e. what sort of communication is dominant in the relation principal – students. The sample included 590 students of primary and secondary school and 14 principals from the region of Herzegovina (Bosnia and Herzegovina). Licker's scale was used for gathering data.

In making communication between students and principals (students and principals), the intensity of expression of certain types of communication has been estimated:

1. Democratic-autocratic communication
2. Direct-indirect communication
3. Non-violent -violent communication

The results of the research have shown that students and school principals estimate that democratic communication is the dominant communication in their mutual communication relations. Democratic communication is recognized by the equality of all its participants. Only equal, equally valuable and are able to communicate in a creative and mutually satisfactory way.

The research results indicate that direct communication between the principals and the students is dominant in their mutual relations, with all the benefits that entails. We think that there should be given more importance to indirect communication, the one that will use modern information technology. Information Technology or indirect communication is suitable for the individualization of learning, but the modern paradigm of teaching shows that it is not good to have this form as the only form of learning. Individualized teaching must not exclude a group teaching because otherwise students would be deprived of mutual communication, common problem solving and collaborative learning.

Non-violent communication in the educational process is of a great importance in solving conflicts, and the role of the principal is of high importance. The research results indicate that the non-violent communication is dominant in mutual communication relations between the principals and the students. Nonviolent communication of principals is a specific way of dealing with students, in which the principal facilitates and simplifies the flow of communication that is necessary for the exchange of information and a peaceful solution to the conflict.

Communication between a principal and students is still the area, which is not given great significance. Most often, the accent is on communication between students and teachers, avoiding the analysis of communication between students and principals. Although in the pedagogical-educational work, communication between students and teachers is dominant; our opinion is that it is necessary to develop this communicational area as well. Quality communication at school should be a strategic point of principals, and it should be planned and applied consciously and continuously.

From the principal's point of view, communication is a key process based on different aspects of the organizational operations. It is one of the most important skills of a principal, and has a great impact on one's success.

A self-critical review of principals on their work and communication is essential to enable them to change their behaviour and critically assess whether the dominant communication in their work leads to the desired goal. Only by questioning themselves the principals can change their way of communication and align with the current changes and needs.

Key words: communication, student, principal, education.

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