

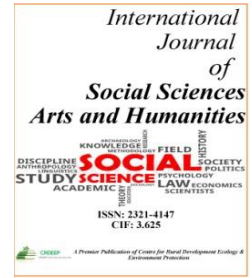
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Review Paper

Communication – A Key Factor for Professional and Institutional Accomplishment

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ARTICLE INFORMATION	ABSTRACT
<p>Corresponding Author: Bindu D.</p> <p>Article history: Received: 13-09-2021 Revised: 26-09-2021 Accepted: 16-10-2021 Published: 28-10-2021</p> <p>Key words: <i>Educational management, communication, professional development, institutional development.</i></p>	<p><i>Managing communications have effectively been a key leadership and management skills of a teacher. Many problems, in and out of the educational institutions, can be directly traced to whether the information was communicated, how it was communicated, and who communicated it. This paper reviews and discusses effective communication in educational settings and its necessity intended for professional and institutional growth and development. Theory adaptation method was used for conceptualizing this paper. For this various theories viewed and adapted and make improvements, and by revising the existing ones as on the author's viewpoint. In the education system teachers has to perform multiple roles. Communicative efficiency acts as a basic factor for performing all these roles. Though, teaching, educational leadership or management and communication are inseparable. One's ability to energize, inspire, and arouse pupil to ever higher levels of performance is directly related to their capability to communicate. These competent human resources are the asset for institutional growth and development.</i></p>

Introduction

“Educational management is an explicit integrative idea and an action oriented methodology for achieving success in education through the accomplished work of teachers, students and the community”. Its set of principles and functions are controlled and coordinated by an effective leader. The teacher is always responsible for this. The co-ordinate effort of teachers, students, administrators, parents and other community members lay concrete on to institutional culture. Establishment of Institutional culture represents a powerful vehicle for the promotion of effective individual and institutional growth. Communication plays a vital role in creating an effective institutional/school culture and organizational settings. The concept of communication within the educational field is not new, as day goes by however; this process is enjoying new approaches as to the role of communication in the execution of the teaching act. Therefore the necessity of communication efficiency within education represents a goal towards highlighting the quality of the education act and thereby attaining professional and institutional growth and development.

Communication has great importance for humans. Good communication skills are capable a person (sender) to convey his/her thoughts, beliefs, knowledge effectively to others (receiver). For education it is a key factor, a fundamental component of life progress, culture and civilization; it entails a complex relationship between a sender and the recipient. One's personal life experience plays a key role in receiving and to make sense of a message. Communication is an activity which takes place when a message is transferred satisfactory from one party to another, so that it can be understood and acted upon if necessary. Raspberry (1986) defined communication as ‘sorting, selecting, forming and transmitting symbols between people to create meaning’. For communication to take place there has to be a source, transmission through the channels and a receiver. It involves the meeting of minds through the ebb and flow of actions, reactions, questions and answers.

Communication affects people's thought and attitudes as well as leading to the sharing of knowledge, sensations and thoughts. In other words, communication is a system of relationships to convey knowledge between people (Guruzinli 2008). It defined also in a more comprehensive way by Windahl et al. (1992) as, ‘the exchange and sharing of information, attitudes, ideas and emotions’. That means it is not confined to written or oral exchange of simple messages only, but embraces the collective activity of sharing an experience at a variety of verbal and nonverbal levels. In communication processes nature of transmission of messages as a movement from a source-sender- message-channel-receiver, patterns. The process of communication has been divided into different spheres based on the diverse activity in the communication. They are:

Basic mechanical aspects of communication:- the use of mechanical/electrical devices to transmit (encode)and receive (decode) messages. System theory has also been used to make sense of how communication inputs are transformed through management functions, such as planning, organizing, and leading into outputs.

Interpersonal communication:- this concerns the behavior of people when transferring information, etc. from one another and involves verbal, nonverbal, and listening behavior. Teaching has its roots in such communication.

Organizational communication:- This recognizes the fact that within an organization all the members are sending and receiving signals simultaneously in dynamic interaction with one another. In other words, there is a network of communication experiences, and all within that network (and outside it) influences the process. Analysis of this process is important in educational institutions.

Communication in the Teaching –Learning Processes

Educational communication holds an important place in teaching-learning, the teacher_ no longer has the simple role of having specialized knowledge and psycho-pedagogical knowledge, s/he must pass this knowledge in a language specific to the children he is addressing. Educational communication is based on language as a higher mental process and aims to transfer information from teacher to student, as well as providing feedback from student to teacher. A communication process in education, the teacher is the **source** and **receiver** is the student. The **message** is the content of curricula (curricular materials). The **channel** is the process of teaching by means of varied teaching –learning aids. The responses of students represent the **feedback**

In any type of pedagogy, communication has its vital role, the relationship between the teacher and the learner is strengthened through fruitful communication. This implies an educational and professional engagement between the teachers, and teachers and learners. The ways and means of communication are varied in varying situations-online, written or oral. It is in the form of dialogue between the human and material factors involved in the educational process. This may be in the form of inform, enlighten, explain, talking to, telling to, persuade, reprimand, lecture, encourage, scolding, show appreciation, appraise, propose, consult, apologize, (one can act and think in many forms). Written communications are (online and offline) in the form of letters, memos, reports, minutes, news, transcripts, proceedings, messages, conferences, presentations, slides, videos etc... Maintaining an effective communication process in education depends on a) the person who manages the institution (*manager/principal*) b) *teachers* who play the most fundamental role in shaping the pupils' future by means of education c) *students* who have the potential to shape the world and d) *family* which is important in shaping children as social being.

Communication in Educational Management

Communication takes place through a variety of methods. The process of communication effectively pointed through various models. **Simple communication model** – This is made up of **three** elements: the source (or sender), message, and receiver (Source →Message →Receiver). The source may be an object (a book or a person).The message may take many forms, such as a question, an appeal, or even a smile. The receiver is the person to whom the message is directed. The characteristic of the receiver will influence the way s/he perceives the message and interpret it. In communication, the three elements can take many forms. The message may be wider implications than we intend because we communicate more than the spoken word. This simple model makes a fundamental conceptualization, even if it is sophisticated enough to understand the intricacies of most communication in organizations. **General communication model** – Communication is really the five 'W's: 'who says what, to whom, in which channel, with what effect (Laswell 1948).The message may be as follows: starting with the information source (the sender), the message, filtered by the sender, is encoded in words, gestures, or postures as the case may be. The receiver picks up the message having filtered it (decoded) through their own perceptions, and convey to those concerned with a special twist of elation or irony. The communication reaches its destination, and there is some joint understanding of it by the sender and the receiver, which is fed back from the latter to the former at a convenient moment. This process happens many times daily in our school and college situation.

Certain barrier to Communication

There are various barriers to communication, which may be broken down into a number of sources of distortion. Some of them are ; 1). *Language or semantic problem-* Words and symbols may mean different things to different people and terminology can be confusing. We interpret each message in terms of our own backgrounds, needs, and purposes, and in relation to the particular context and situation, as well as, disorganized ideas; the use of the wrong word or phrase may lead to poorly express messages, which confuse rather than enlighten. 2). *Attitudinal problem* - Participants in communication can easily have different values, which may reflect deep emotions, beliefs, and prejudices and refuse to recognize and understand other people's viewpoints. This affects the way in which messages are represented and interpreted and can be a fundamental barrier to communicate, particularly in the sphere of interpersonal relations. 3). *Different perceptions of the problem* – Undue emphasis on status, excessive selective perception, selective retention/rejection, withholding information, premature evaluation of what is being said, an artificial wall of silence, which has developed between the sender and the receiver, poor choice of communication channels, natural reserve, fear or lack of confidence....,

Over again, some general barriers include are errors in speech and action, high level of anxiety, lack of love and respect, wrong choice of words, not listening effectively, the physical and psychological situation of the source, not determining aim of the communication, no preparing the communicational setting properly, not providing the needs of the receiver are also acting as barriers to the communication process. Effective communication is learned through training and experience. We learn to communicate more effectively by having the appropriate techniques or skills, having the opportunity to practice them, and having our performance

reviewed by experienced commentators in a non-threatening environment. It takes two willing communicators to make full communication possible. A clear flow of communication within an organization can greatly aid its effectiveness.

Factors facilitating communication: - In order to corpulent communications to take place, the communication settings are required to be well designed. The easiness and comfort of communication depend on various factors. Following are the factors facilitating the communication process:

- Being free from prejudice
- Selecting appropriate communication channels in terms of ethical and moral values
- Use of 'my' instead of 'your'
- Abstaining from accusatory statements
- Making pertinent repetitions
- Maintaining an atmosphere of confidence between receiver and source

Directions of Communication in an organization

In the typical organization, the directions of communication flows are in three forms, downward communication, upward communication, and horizontal communication. Downward communication is crucial to the function of an organization; it concerns messages and information sent from senior management to other staff. In organizational charts, the flow normally follows the formal lines of authority down ward from position to position. This is usually the strongest flow of the three major ones. Management has the power to put messages into action and start them on their downward journey- either to be received or not, or to arrive distorted or late. Upward communication flows from subordinates to super ordinates and depends on the trust and confidence felt by the former towards the latter. Effective upward flow is based on the assumption that participation of staff is accepted within the organization. Horizontal (lateral) communication is very beneficial because it acts as a coordinating device across departments and units at the same level of people who are working for the same objective but are performing different tasks. Horizontal flow of communication is most frequent, because individuals at same level usually talk to each other about work-related events, management, and personal matters. It is a flow, which is strongly associated with group and team activities. Poor horizontal communication can divide a team, whether it is a managerial team or other type. Departmental rivalries and personality clashes and conflicts are often felt in the lateral flow of messages. Improvement depends on developing interdepartmental contacts and developing communication skills like conflict management.

When we examine the relative effect of various communication flows (net work) exist in the above said three categories, there are certain specific flows exist within these (Guetzkow and Simon (1960). The most frequent network examined has been the circle, all-channel, wheel and chain, although there is also the pattern both upwards and downwards. The circle corresponds to group working in a physical arrangement so that they can communicate with their immediate neighbor, but not with others. The all-channel network is analogous to communication patterns in a task force or functional team. The wheel arrangement corresponds to a manager at the hub with the subordinates on the periphery, obtaining information from that one source, while the chain describes the one-way downward communication process of a heavily hierarchical organization. Research conducted by Lewis (1975) on the relative effectiveness of communication networks, reveals that the wheel and all channel networks had the best scores and the circle the worse. When complex tasks are performed, the all channel network tend to score highly. The chain network is useful only on simple tasks and morale is low at the end of the chain. This finding gives us forethought that, once the structure has been set up, the task is more readily achieved irrespective of the basic network setup. Over, the communication networks influence the communication process in a significant way. This gives sufficient evidence that to deal with how a school does its networking as an organization and to analyze the sub networks, which exist within departments.

Communication and Professional accomplishment

Teaching is an important and well regarded profession within our community and people from all walks of life find it a professionally and personally rewarding career choice. It is a unique profession because everyone has been in a school setting and seen teacher in action. A variety of skills are needed for good teaching. Research conducted by Ehindero & Ajibade (2000) indicates that for effective teaching teachers requires good communication skills. There is a significant correlation between communication skill and supervisor's perception of job performance.(Maes,Weldy,& Iceogle, 1997). Furthermore the student's character and academic progress totally depend upon the professional attitude of teachers. Professional development refers to "engaging activities and programs to enhance performance and professional career growth". This is a continuous learning. For this teacher can participate and engage many activities which include continuing education, in-service program, curriculum writing, peer collaboration, mentoring, acquiring technological, communication and leadership skills etc.. A teacher with best communicative efficiency can easily acquire other related qualities. The process of professional development keeps teachers up-to-date on new areas of learning, curriculum resources, technological tools, research, classroom management etc.

Managing communications have effectively been a key leadership and management skills of a teacher. Many problems, in and out of the educational institutions, can be directly traced to whether information is communicated, how it is communicated, and who communicated it. Teachers must have good communication skills to help their students achieve academic success, and to further their careers in education. Without good communication skills, teachers disable the learning process as well as their own career mobility. Communication skills involve listening and speaking as well as reading and writing. For effective teaching a teacher need to be highly skilled in all these areas. Teacher with good communication always makes the things easier and understandable. Effective

communication skills are really important for a teacher in transmitting of education, classroom management and interaction with students in the class. The teacher has to teach the students having different learning styles.

Good communication skills of the teacher are the basic need of academic success of students as well as professional accomplishment of the teacher. Teacher communicates more instructions orally in classrooms to students. Teacher with poor communication skills may cause failure of students to learn and promote their academics. Students need to understand that what is right, and what is wrong while it totally depend upon the communication skills of teachers which he adopt in classroom. Good communication is considered a strong tool for the effective teaching profession. Student's personality building and academic backdrop totally depend upon the professional attitude of teachers. Different research revolves that there is a significant co-relation between communication skills and supervisor's perception of job performance (Maes, Weldy, & Icenogle, 1997). The positive, professional attitude of teachers towards the students in their academic as well as their social developments always shows a positive correlates with each other. The teacher has the responsibility to teach and practically prepare students for the purpose that they can cope with all types of situations in their future life. Good communication is not only needed for the efficient teaching profession, but it is also extremely significant for the effectiveness of every concern of life also. No doubt to say that Professional excellence of teachers totally depends upon the variety of communication skills s/he has to possess

Communication and Institutional accomplishment

Communication is one of the most important switches of management that an organization /institution can implement for the formation of teams and achieving valuable performance. Communication and management are complementary disciplines and strong business elements for success. Management skills are essential in a business, but all equally important are those relating to the rules for the communication and the way in which a manager knows how to interact with his staff. Being manager not only means to rein in business, but mostly means knowing to coordinate a team, leadership skills and most of all, communicate. In educational management, communication directly associated with all management process and a continual one. Effective communication depends on the managers (authority) using their responsibilities properly, and employees having knowledge of these responsibilities. For realizing institutional /curricular objectives, effective communication is the best path. Here communication strategies and flows are varying according to the nature, level, and need of the education process. No learning can occur without effective communication.

Best and dynamic communication process enables the organizational culture to be conveyed between people and maintaining a healthy future for the organization. The institutional heads are expected to have a comprehensive knowledge of humanities, impressive communication skills, and effective leadership qualities. With these personality characteristics the institutional heads can construct an effective institutional/school culture and organizational settings. This tactic planning and organization help to develop and determine teacher satisfaction, student academic success, parent involvement in school related activities, social behavior and cultures, organizational structure, interpersonal relationships, independent-scientific-critical-creative thinking skills among students. The whole organized work of all task resulted institutional growth and development.

Conclusion

Communication skills of a person play a key role in polishing one's personality and employment. Communication helps individuals to express themselves in the most convincing way. It helps to pass our thoughts, feelings and knowledge in the most desirable manner. Having strong communication skills aids in all aspects of life, professional, personal and social. Succeeding in our life requires good communication skill. For polishing or requiring more communication, one needs to know what s/he wants and how s/he is going to attain it. In order to perform the work effectively, we have to discuss problems, request information, interact with others, and have good human relation skills. Teachers' communication efficiency acts as a key indicator of performing themselves as educational developers, school managers, policy makers, curriculum developers, social reformers. All these role performances have an effect on professional and institutional growth and development.

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