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EFFECTS OF COMMUNICATION BARRIERS ON ORGANIZATIONAL SUCCESS IN COLLAGE OF EDUCATION IN ANAMBRA STATE

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ABSTRACT

This study aimed at identifying the effects of communication barriers on organizational success in collage of education in Anambra State. To guide this study, three research questions were posed and formulated. The design of the study was a descriptive survey design. The population comprised on 650 respondents made up of 250 male staff of collage of education in Anambra State 450 female staff of the same institution. There was no sampling as the number of the population was considered manageable. The instrument for data collection was formulated by the researcher and used to elicit information from the respondents and is titled "Effects of Communication Barriers on Organizational Success Questionnaire" (E.C.B.O.S.Q) A-15 item questionnaire were formulated and used for data collection. A four-point type scale was used to determine the acceptance level of 2.50 and above. Mean scores were used to answer the three research questions. The findings showed among others that communication barriers can significantly impact organizational effectiveness and efficiency and success in education leading to poor decision-making, misunderstanding, productivity loss, low employee morale, low student's motivation and ineffective teacher-students relationship. Conclusions and Recommendations were made on the way forward. Mean and standard deviation (SD) score was used to answer the three research questions while the three null hypotheses were answered using z-test.

Keywords: Communication, Barriers, Organizational, Collage of Education, Effects.

Introduction

Collages of education are tertiary institutions established to produce efficient, contentious and dedicated classroom teachers for primary and post-primary levels of our educational systems. They are owned by the Federal, State and Private organizations in Nigeria. In order to achieve the set educational objectives for which they are up for organization, must have a framework or structure for his organization to function. These frameworks are usually created and assigned to people or an administrator to administer. Each post has specific functions attached to it to ensure that no conflict in functions comes up in the course of performing collages of education's functions. It is the effects communication breaks down may have in an organization which may lead to conflicts of authority in

the course of training to implement the organizational goals and objectives thereby hindering the success of the organization in form of communication barriers that, this paper is going to discuss under the following sub-headings: The concept of communication, Why communication is important in an organization, Steps in communication process, Types of communication, Communication barriers on organizational success in collages of education and The techniques to overcome such communication barriers so as to bring about organizational success in colleges of education in Anambra State.

Literature Review

- ***Concept of Communication.***

Communication is the lives wire of any organization whether in a business organization, school, hospital and homes. This is because it is through it that information is disseminated to every stratum of the society or segments of an organization or an establishment. According to Mgbodile (2004), it is through it (communication) that people get to know what is being planned and objectives being pursed, the method of operation in the execution of tasks, the extent and nature of involvement of the individual in the planned operation and any such messages and information deemed necessary for people and work operations in an organization.

To Canary (2011), Communication is the transfer of a message or information from one person to another or a group of people for common understanding. Simply put, a person who initiates the conversation or sends the information or message is called the sender while the person that receives the message or information is referred to as the receiver. If the both parties are able to decode the message and transmit the information properly, it means both have been able to communicate to each other. Thus, communication can be regarded as a two-way traffic, the sender and the receiver (encode-decode).

Communication can be in a vertical or horizontal direction depending on the form it is given, verbal messages or through meetings, conferences or information of circular organizations like collages of education (institution) should not only learn to pass information, news, ideas, shares and feel the pause of their information but also create and share the meaning of such information and its effect on the people working in the organization. According to Unachukwu and Okorji (2014), the idea is to create awareness, enlightenment, involvement, feeling of sense of belonging and performance effectiveness. School administrators like Rectors, Provosts, Vice-chancellor, Principals and Headmasters of Polytechnics, Collages of Education, Universities, Secondary Schools and Primary Schools respectively should learn the art of communication to their subordinates.

This is because, communication is a key factor in management efficiency and effectiveness. No school's organization (Collage of Education) can function or operate without effective communication between the students, staff, department and

other employees because without them, organizations such as schools will case to function.

- ***Why Communication is Important in an Organization.***

Communication generally speaking, helps in transmission of messages from one person to another by conveying ideas, feelings and grievances of people in the collage of education. It is the live wire of our lives because every day we communicate with one another of our needs, expectations and aspirations with the hope they will help us solve our problems.

According to Murdock (2009) and Cheney (2019), Communication is important in the school's system because it will assist in facilitating goals achievement, promotion of good planning, create awareness, educate organizational members and progress and development. Other importance listed by them include; promotion of stabilization process and assisting in the controlling process. The success of these factors is that, it helps organizations in planning, staffing, coordinating and decision-making process. All that is needed is for members of the collage community to comply with these policies and procedures communicated to them for effective organization performance.

- ***Steps in Communication Process.***

In communication process, three elements are involved, namely; the source of the information or message, the message being sent and the destination where the messages is going. These three basic elements are always present in any communication no matter the size of the information. According to Ornstein (2008), the key component of communication process includes; ideating, encoding, transmitting, receiving, decoding and acting on the information received.

According to Ogbonnaya (2020), without the following elements of communication which he listed as crucial to the success of institutions or organization, communication process cannot be said to be complete. These elements are the people, message, channel, noise, context, feedback and effect. The presence of these elements will make or mar the message been sent out and received. This is because anger, prejudices, day dreaming, fear, poor or illegible writing accent, poor picture quality, level of education, sickness, hunger, smell and dirty environment may make both the sender and receiver to give different meaning or interpretation to the message. This shows that there cannot be communication without any effect or a combination of any of them thus, effective communication must make impact on the receiver to show that it is understood.

- ***Types of Communication.***

Colleges of education communicate with its staff or its sister colleges in a number of ways which may depend upon the message it tends to send and its content. The choice of means of communication, the channel and style adopted in sending it usually have impact on the communication level.

According to Okorie (2018), the types of communication whether verbal or

non-verbal means of communication determine the extent to which information is being passed to the receiver by the sender. Each of them he noted is built on trust, facial expression, body language, feedback, time and motive of sending such message. That is why Hedwig (2000) noted that communication whether formal, informal, non-verbal or verbal, upward or downward must be for problem-solving, profit making or general achievement of organizational goals and objectives.

For organizational communication to be effective, in the school system, it needs urgency, security and confidentiality while the nature of its complexity, number of recipients, record, distance, impression, appearance, feedback and cost must be spelt out. This is because in colleges of education, communication serves many useful functions such as to inform, regulate, integrate, manage, persuade and socialize the people. According to Verma (2019), the success of this depends on the collage adoption of telephone, telex, fax, postal and telegraphic services, face to face conversation, smartphone, interconnectivity, telecom services, internet, mass media, newsletter, circular e-learning, e-mail, couriers and other satellite means of communication.

- ***Barriers to Effective Communication.***

Barriers to effective communication refer to those factors that tend to hinder or impede, militate, inhibit or poses obstacles to effective interaction or relationship in an organization or an educational institution. According to Udensi (2023) communication barriers somethings hinders transmission of information from place to another or person to person or institution or organization to organization thereby preventing exchange of ideas and thoughts. This is because the aim of every communication is for the information related to be understood and decode. If both the sender and the receiver cannot give proper interpretation of the message sent, it renders the message useless and ineffective by the time it reaches its destination.

Differences in age, gender, education, status, race, class and ambiguity of the message may cause problems and difficulties in the interpretation of the message. According to Tara and Hara (2018), attitudinal barrier, individual linguistic problems, physiological barrier, bias, physical barrier, assumptions, lack of experience and over loading of information are the greatest problem facing effective communication in school. In an organizational set-up communication barrier can significantly impact organizational effectiveness and success in education leading to misunderstanding and errors, inefficiencies and productivity loss. According to Maletta (2013), this is noticeable in poor decision-making, low employee morale and engagement, high turnover rates and difficulty in achieving organizational goals and objectives seen in most public and private organizations in Nigeria.

Supporting this view further, Smith (2016) noted that organizations are facing the problem of reduced collaboration and

teamwork, difficulties in implementing change initiatives, negative impact on reputation and credibility, inequitable access to information and resources, power imbalance and marginalization of certain groups and difficulty in addressing and resolving conflicts due to the type of barrier in communication due to non-involvement of their staff in the organizational decision-making process. He advised organizations having each such problems to be proactive by adaptability to changing circumstance through engagement and motivation of its staff and giving room for them to be part of the organizational decision-making process in order to achieve organizational goals and objectives.

In education, Tounsen (2013) and Moss (2019) noted that the major communication barrier that tends to affect educational system and lead to poor student academic performance in schools include; low student motivation and engagement, difficulty in meeting diverse student's needs, ineffective teacher-student relationship or management-staff-students relationship and inadequate support for students to meet its needs, aspirations and expectations by the parents-management-teachers and society. Other barriers to communication which they identified as a serious threat to effective school communication also include limited parental involvement in their affairs in schools, difficulty on the part of the school management (principals, rectors, teachers, provosts) to implement innovations in teaching methods, limited opportunities for teachers, professional growth and development and reduced collaboration among educators. Therefore, addressing communication barriers is crucial for organizational effectiveness and success in education service delivery.

For effective communication to be improved in collages of education or organizations whether private or public, Udensi (2023) is of the view that school administrators should explore the following strategies as a way towards improving communication barriers in schools. These are; ensuring communication is a shared process, ensuring communication is focused on students learning needs, progress, aspirations, expectation and select strategy that may be appropriate for parents of students and provide professional development for teachers to help them communicate effectively with parents. Other guidelines for effective communication in schools he listed include building trust between staff and parents through effective communication using Parents, Teachers Association (P.T.A), use of clear language to the understanding of parents and education stake holders, developing a school calendar outlining key activities in the school and providing information, if possible, in other language to ensure effective communication.

Statement of the problem

Communication occupies a central position in the organization, management and administration in all human affairs both in private and public organizations because any organization devoid of efficient and effective communication is bound to crack and finally collapse deleteriously (Moss; 2019). The problem of this study therefore is

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to find out the effects of communication barriers on organizational success in colleges of education in Anambra State with a view to ameliorate the situation for better performance.

Purpose of the Study

Specifically, the purpose of this study is to:

1. Identify the communication barriers that can significantly affect the organizational success in colleges of education in Anambra State.
2. Determine the communication barriers in education that can significantly affect the organizational success in colleges of education in Anambra state.
3. Ascertain ways these communication barriers on organizational success in colleges of education in Anambra State can be improved upon.

Research Questions

1. What are the mean scores of male and female staff of colleges of education in Anambra State with regard to communication barriers on organizational success?
2. What are the mean scores of male and female staff of colleges of education in Anambra State with regards to communication barriers in education?
3. What are the mean scores of male and female staff of collages of education in Anambra state with regard to ways communication barriers on organizational success can be improved upon?

Research Hypotheses

Ho1, there will be no significant difference in the mean score of male and female staff of collage of education in Anambra State with regard to communication barriers on organizational success.

Ho2, there will be no significant difference in the mean scores of male and female staff mean scores of male and female staff with regard to communication barriers in education.

Ho3, there will be no significant difference in the mean scores of male and female staff of collage of education in Anambra state with regard to ways communication barriers on organizational success can be improved upon.

Research Method

This research was a descriptive survey aimed at identifying the effects of communication barriers on organizational success in colleges of education in Anambra State. Anambra State was created in 1991 and is made up of five (5) educational zones, namely Onitsha, Awka, Aguata, Ihiala and Idemili educational zones. The population of the study comprised of 650 respondents made up of 250 male and 400 female staff. The respondents were chosen in order to ensure that those used for the study were sufficiently knowledgeable about the variables under study and could supply

useful information on the research instrument. The entire population of 650 male and female staff was used for the study. The entire population was used because the figure could be managed hence; there was no need for any sampling technique to be adopted. The instrument for data collection was a researcher's developed questionnaire titled, "Effects of communication barriers on organizational success in colleges of education questionnaire", (E.C.B.O.S.C.E.Q). A-fifteen (15) item survey instrument was structured on a 4-point rating scale of Strongly Agree (S.A), Agree (A), Disagree (D) and Strongly Disagree (S.D). The items were developed from Literature review to elicit information on the effects of communication barriers on organizational success in colleges of education. The instrument was face validated by three experts, one from Measurement Evaluation department of Educational Administration and Planning, Abia State University, Uturu. Their comments, suggestions, advise and criticism made by them (experts) help to reshape the instrument the focus for the study. The reliability of instrument was trail tested outside Anambra State with the staff that possess the same characteristics. This was done to ensure the reliability of the instrument using Cronbach Alpha method. The result of the study shows the co-efficient was 0.78. This shows the instrument was reliable and could measure what it was supposed to measure. Three research assistants were trained on how to distribute the instrument and also collect the data for the study. The data were collected after the respondents responded to the distributed research instrument. The data collected were analyzed using mean scores for the three research questions. Items of the research questions with mean score of 2.50 and above were regarded as accepted while items below 2.50 were rejected, that the three null hypotheses were answered using z-test.

Presentation of Results

The results are presented according to the three research questions.

1. What are the mean scores of male and female staff of collage of education in Anambra with regard to communication barriers on organizational success?

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Table 1: Mean responses of male and female staff on communication barriers on organizational success.

S/N	Communication barriers on organizational success.	Male staff			Female staff		
		X^-	SD	Decision	X^-	SD	Decision
1	Difficulty in addressing and resolving conflicts due to poor decision-making.	3.68	0.80	A	3.10	0.86	A
2	Power imbalance and marginalization of certain groups due to high turnover rates.	3.20	0.73	A	3.37	0.91	A
3	Difficulty in achieving organizational goals and objectives due to misunderstanding.	3.28	0.69	A	3.00	0.83	A
4	Low employee morale and engagement due to lack of motivation.	3.59	0.78	A	3.50	0.66	A
5	Inefficiencies and productivity loss due to reduced collaboration and teamwork.	3.94	0.85	A	3.15	0.58	A
Grand mean		3.53	0.77	A	3.22	0.76	A

Source: *Field Survey, 2024.*

Table 1 the above shows that both respondents agreed that all the item questionnaire from 1-5 are communication barriers that tend to impede organizational success in collages of education. The mean score of male staff's ratings is 3.68, 3.20, 3.28, 3.59 and 3.94 while that of female staffs are rated 3.10, 3.37, 3.00, 3.50 and 3.15. The ground mean scores for both respondents' male and female staff of college of education is 3.53 and 3.22 which is above the acceptable criterion point of 2.500.

2. What are the mean scores of male and female staff of colleges of education in Anambra State with regard to communication barriers in education?

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Table 2: Mean responses of male and female staffs on communication barriers in education.

S/N	Communication barriers in education.	Male staff			Female staff		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
6	Low student's motivation and engagement due to inefficient use of resources.	3.94	0.96	A	3.12	0.86	A
7	Poor academic performance of students due to non-involvement of parents in some decision-making.	3.12	0.92	A	3.20	0.81	A
8	Difficulty in meeting diverse needs of needs of student's expectations and aspirations.	3.08	0.94	A	3.02	0.84	A
9	Ineffective teacher-student relationships and management-staff-teacher relationships.	3.70	0.86	A	3.45	0.88	A
10	Difficulty in the implementation of innovations and new teaching methods due to limited opportunities for professional growth and development.	3.72	0.81	A	3.50	0.80	A
Grand mean		3.31	0.89	A	3.25	0.83	A

Source: *Field Survey, 2024.*

In Table 2, items 6-10 were rated high by the two sets of respondents, male and female staff of collages of education. The male staff rated them 3.94, 3.12, 3.08, 3.70 and 3.72 while their female counterparts rated the same items 3.12, 3.20, 3.02, 3.45 and 3.50 with the grand mean score of 3.31 and 3.25. All the ratings are above the cutoff point of 2.50 criterion score for acceptance.

3. What are the mean scores of male and female staff of colleges of education in Anambra State with regard to the ways communication barriers on organizational success can be improved upon?

Table 3: Mean responses on ways for improving communication barriers on organizational success.

S/N	Ways of improving communication barriers in an organization.	Male staff			Female staff		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
11	Ensuring communication is a shared process by using language that is clear to understand by the receiver.	3.32	0.79	A	3.45	0.87	A
12	Building trust between the school's staffs by using clear and respectful messages.	3.08	0.76	A	3.17	0.89	A
13	Ensuring all communication is focused on students learning needs and progress.	3.00	0.74	A	3.40	0.79	A
14	Using wide range of communication tools and channels to reach students.	3.68	0.72	A	3.35	0.76	A
15	By outlining key activities of the school in school calendar in time to avoid delay.	3.20	0.83	A	3.27	0.84	A
	Grand mean	3.25	0.76	A	3.32	0.83	A

Source: *Field Survey, 2024.*

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Table 3 reveals that the response of the respondents on ways for improving communication barriers is high. Their ratings are above 2.50 on the acceptable cut-off point of 2.50. Their mean scores for male staff of collage of education are 3.32, 3.08, 3.00, 3.68 and 3.20 while those of the female staffs are 3.45, 3.17, 3.40, 3.35 and 3.27 while their grand mean score stood at 3.25 and 3.32 respectively.

Hypotheses

Table 4: z-test analysis of the mean scores of male and female staff of collages of education in Anambra State with regard to communication barriers on organizational success

	N	X^-	SD	Df^o	Level of sig	z-cal	z-tab	Decision
Variables								
Communication barriers in an organizational success.				648	0.05	0.08	1.96	*Accepted*
Male staff	250	3.53	0.77					
Female staff	400	3.22	0.76					

From the results in table 4, the null hypothesis of no significant difference in the mean score of male staff and female staff of collages of education in Anambra state with regards to communication barriers on organizational success. In other words, the calculated z-value at 648 degree and 0.05 level of significance is 0.08. Since the calculated value of 0.08 is less than the critical value of 1.96, the null hypothesis is accepted.

Table 5: z-test analysis of the mean score of male and female staff of collages of education in Anambra state with regard to communication barriers in education

	N	X^-	SD	Df^o	Level of sig	z-cal	z-tab	Decision
Variables								
Communication barriers in education.				648	0.05	0.012	1.96	*Accepted*
Male staff	250	3.31	0.89					
Female staff	400	3.25	0.83					

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From the results in table 5, the null hypothesis of no significant difference in the mean score of male staff and female staff of collages of education in Anambra state with regard to communication barriers in education. In other words, the calculated z-value at 648 degree and 0.05 level of significance is 0.012. Since the calculated value of 0.012 is less than the critical value of 1.96, the null hypothesis is accepted.

Table 6: z-test analysis of the mean score of male and female staff of collages of education in Anambra state with regard to ways communication barriers on organizational success can be improved upon.

	N	X^-	SD	Df°	Level of sig	z-cal	z-tab	Decision
Variables								
How to improve communication barriers in an organization.				648	0.05	-0.017	1.96	*Accepted*
Male staff	250	3.25	0.76					
Female staff	400	3.32	0.83					

From the result in table 6, the null hypothesis of no significant difference in the mean score of male and female staff of collages of education in Anambra state with regard to ways communication barriers on organizational success can be improved upon. In other words, the calculated z-value at 648 degree and 0.05 level of significance is -0.017. Since the calculated value of -0.017 is less than the critical value of 1.96, the null hypothesis is accepted.

From the result in table 4, 5 and 6, the null hypothesis of no significant difference in the mean score of male and female staff of collage of education in Anambra state with regard to communication barrier on organizational success, barriers in education and ways communication barrier can be improved upon in an organization were not rejected but accepted. All the calculated z-calculated have less than 1.96 on critical table with each table returned score of 0.08, 0.012 and -0.017 for tables 4, 5 and 6 meaning accepted.

Discussion

The results obtained from Table 1 shows that, organizational barriers can significantly impact organizational effectiveness and success in education. This finding agrees with Udensi (2023), Tara and Hara (2018) and Smith (2016) who pointed out that organizations are facing the problem of reduced collaboration and resolving conflicts, poor decision-making process, power imbalance and marginalization of certain groups, high turnover rates, misunderstanding of organizational goals and objectives as well as low employee morale, lack of motivation and inefficiencies and productivity loss.

Moreover, the results got from Table 2 indicates that low student's motivation and engagement due to inefficient use of resources in education can lead to communication barriers in education. This finding is in tune with Tounsen (2013) and Moss (2019) who asserted that the major communication barrier that tends to affect education system and lead to poor student's academic performance in school include; low student motivation and engagement, difficulty in meeting diverse student's needs, ineffective teacher-student relationship or management-staff-student relationship and difficulty in meeting diverse needs of students. Others are difficulty in the implementation of modern innovation teaching methods and limited opportunities created for teacher's growth and development.

The findings from Table 3 shows that ensuring communication is a shared process by using language that is clear to understand by the receiver will help to improve communication barriers in colleges of education or organizational success. This finding is in line with Udensi (2023) assertion that school administrators should explore the following strategies as a way towards improving communication barriers in schools. These strategies he noted include, focusing on student's needs, aspirations, expectations and progress, building trust between school staff, using clear and respectful message, using different wide range of communication tools to send and receive clear messages that is not affected by noise, bias, semantics and finally ensuring time about new school calendar to avoid mistrust and delay.

Conclusion

Communication is an important aspect of school administration because school managers and organizational managers spend a lot of hours and time communicating with their staff, students and ministry of education officials. The discussion started by looking at what the concept "communication" is all about, why people talk about communication, steps or processes involved in communication, types, barriers to organizational and education communication and ways to improve on it. It was discovered that without effective communication in colleges of education, the system will face attitude barriers, ambiguity of words, bias and administrative bog. School administrators can improve on this through a number of strategies one of which is building trust between staff and parents by ensuring that communication is a shared process and using clear and unambiguous language among others.

Recommendations

Based on the findings of the study, the following recommendations are made:

- Staff and students should be given unhindered access to school communication channel without any

form of hindrance, bias, noise and ambiguity.

- Building trust between staff and parents to be a shared process.
- All forms communication in schools to be based on students' needs, progress, aspirations and expectations.
- All forms of inefficiency, ineffectiveness and conflicts seen in an organization that tend to affect communication to be removed without further delay.
- Teachers should be given opportunities for growth and development to enable them communicate effectively with new methods of teaching and learning.
- All school activities or school calendars to be outlined in time to avoid organizational bias and bog down but to enable them have effective communication.

Contribution to Knowledge

This study will serve as a stepping stone for other researches to research upon. This is because, the study avoids help of college administrators to know how to organize and manage communication barriers in an organization such as collage of education in terms of bias, noise, ambiguity and building trust so as to meet the needs, expectations and aspirations of the people. Secondly, it will assist collage administrators to know how to deal with organizational inefficiency, ineffectiveness and management of organizational conflicts that tends to bog the collage down.

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