International Conference « Global interferences of knowledge society »,
November 16-17th, 2018, Targoviste, Romania

Global Interferences of Knowledge Society

Barriers to Communication in the School Organization

Doina TODORUT

<https://doi.org/10.18662/lumproc.134>

How to cite: Todorut, D. (2019). Barriers to Communication in the School Organization. In M. Negreponti Delivanis (ed.), *International Conference «Global interferences of knowledge society», November 16-17th, 2018, Targoviste, Romania* (pp. 168-178). Iasi, Romania: LUMEN Proceedings.
<https://doi.org/10.18662/lumproc.134>

Barriers to Communication in the School Organization

Doina TODORUT^{1*}

Abstract

The main objective of this article is to model the personality of each member of the school organization, identify the most appropriate communication style, as it involves actions, processes, people and ideas that ultimately aim at promoting the image of the school organization. Communication education is another objective that must be achieved with the contribution of each discipline present in the educational environment.

Information exchanges take place permanently in daily reality, and gestures, mimics and other elements involved in the act of communication impose upon the transmission of the message, the reception and interpretation of the message. That is why we need a continuous improvement of those involved in the activities of any organization, not just the school organization. Thus, the importance of the code, which is of course linguistic priority, must be shared, but it must be shared by the partners involved in the communication, but also in the context of the organization, which includes the society, the families of the pupils, the college, the Church.

Keywords: *Communication style; communication barriers; conflicts; information; educational environment.*

¹ Secondary School Dionisie Romano Buzau, Romania & "Valahia" University of Targoviste, Romania, todorut_doina@yahoo.com.

<https://doi.org/10.18662/lumproc.134>

Corresponding Author: Doina TODORUT, todorut_doina@yahoo.com

Selection and peer-review under responsibility of the Organizing Committee of the conference

This is an Open Access article distributed under the terms of the Creative Commons Attribution-NonCommercial 4.0 Unported License, permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited

1. Introduction

Interaction processes are communication processes, because social actors act on each other through the flow of information. "A communicative act, whether verbal or non-verbal, once received by the other, will affect its perceptions, attitudes, beliefs and motivations. It is axiomatic that the processes of social influence and communication are closely linked" [1:71-5]. It is noted that in the interaction between the participants, meaning the interaction between the manager and the employee, the communication acts as a way of passing between their psychological states, thus determining that the possible failures communication impedes the impossibility of understanding the psychological processes between the participants of the communicative act. Often it is an apparent communication, being in some cases deliberately false. It is demonstrated that in almost all situations "the human body is not only a physical / gestural appearance, but also a facial expression, mimic, having a very important role in non-verbal communication. Through the expression of the face we can stimulate, orientate, decode and understand the intentions of the partner involved in the dialogue." [1:71-5].

A major difficulty in communicating between the manager and the employee is the deep assimilation of basic actions: writing and speaking. Thus, it is the employees who impose barriers in the communication process. Sources are multiple and are influenced by the context of the existing framework, which in turn determines a certain one intensity of communication with effects on the participants in the communicative act within the school organization. Particular attention should also be paid to the general factors behind communication bottlenecks, as their study facilitates the identification of ways to improve faulty communication and highlighting the types of obstacles that may be present in the school organization, as well as obstacles from managers, from cadres didactic, from the non-academic staff, but also from the external environment.[2]

2. Theoretical Background

The communication appears as an exchange of ideas, opinions and information through words, gestures and attitudes and thus represents the basis of coordination of human activities not only in the school unit. The main difficulty of communication is the correct understanding of relatively simple actions: writing and speaking. This situation is determined by the diversity that generates large discrepancies between people. The correct

understanding of the messages in the school organization is a special aspect for the director, especially since his work is carried out by communicating with people both from the internal environment of the school organization and from the outside, with many of them not having friendship, admiration. The emergence of misunderstandings, deficiencies and, of course, conflicts in communication, find their motivation in the barriers that people - managers or employees - raise, more or less willingly, in the communication process.

These barriers can be generated by multiple sources. Regardless of the status of manager or executor / employee / teacher, the context is determined and enhances the intensity of the communication process.

3. Argument of the paper

General factors of communication bottlenecks explained in the work "Barriers to communication in the school organization"

E. Limbos emphasizes the following types of personal barriers that block communication:

- barriers caused by the socio-cultural context: prejudices, cultural differences;
- barriers caused by endemic fear: confrontation, aggression, lack of self-confidence, resistance to change, the principle of competence;
- barriers caused by individualistic attitudes: egocentric behavior, selflessness, feeling of incompetence or inefficiency, lack of objectivity and realism, excess of passivity;
- barriers related to individual-group relationships: marginalization, lack of authenticity, isolation [3].

Common barriers to communication are varied, and the most common are:

Personality differences: Defined as a "unique configuration in which all the adaptive systems responsible for his conduct crystallize in the evolution of the individual," the personality is considered by the specialists as a result of four factors: - constitution and temperament of the subject;- the physical environment (climate, food);- the social environment (country, family, education);- habits and skills gained under previous influences (way of life, hygiene, nutrition, etc.) [4].

4. Arguments to support the thesis

Differences in perception. Reception and message retrieval are different, affected by personality, physical and mental structure, by the environment in which each individual performs their activity and existence.

Man is in constant contact with the information. Some are overlooked, others accepted and explained according to the concepts and experiences experienced. Experiences change the ability to intuitively and accurately decipher both present and future occurrences. Receiving or interpreting information, people in most cases tend to see or hear precisely what has been established by the message. And in school organizations there are situations when information is filtered out and accepted or ignored, because it depends on the person from whom it comes, the way and the context in which it is sent. An observation that comes from a close person - a relative or a friend - in terms of an error in expression, dress or behaviour can be accepted more easily, but it is equally true that the same observation transmitted by a stranger can be interpreted as a threat or jail. It is very true that within the school unit the teachers easily accept the comments of a director accepted by the vast majority, whereas in the case of a distant and arrogant manager everything is carried out in a charged atmosphere and the purpose of the communication is distorted.

For the school unit manager, the different perception of those around, both within the organization and externally, is a challenge that can turn into an obstacle. It can be diminished or, as the case may be, eliminated through the process of knowing and deepening relationships with people. Otherwise, communication may be distorted.

An effective means of deciphering human personality and perception was created by two American psychologists, Joseph Luft and Harry Ingham, in 1969, through the mutual knowledge model (also called Johari's Window). A four-quadrant format that each defines a certain cognitive relationship between the ego and the alter, the model represents a matrix of the degree of intercourse between two or more people. The meaning of the four quadrants is as follows:- quadrant 1 - open - includes elements related to ourselves - attitudes, behaviors, feelings and motives - with which we are familiar and which are obvious to others;- quadrant 2 - blind - portrays aspects of behavior observed by others and which we are not aware of;- quadrant 3 - hidden - made up of behaviors, feelings, motives, facts known to us but not revealed to others. In general, these are the limitations, the faults we are aware of and we are trying to diminish in front of others;- quadrant 4 - unknown - is that side of personality, unknown to us or others, usually manifested in boundary situations. It is manifested by

surprise judgments, attitudes and behaviors both for the individual and for those around him [4].

For the proper development of communication, it is necessary:

- an amplification of the open surface by self-disclosure, providing information about us to others;- Reducing the blank area by stimulating and accepting feed-back; so we are able to listen to the impressions of others around us, evaluate and correct image defects, attitudes and behaviors related to us and others.

Communication in general and organizational in particular is made more difficult because:- each of us is tempted to suppose that people will behave in identical situations in the same way;- there is a tendency to divide those around us into stereotypical categories: good, bad, smart, incompetent;- the first impression changes subsequent judgments, generally making them prejudiced;- our admiration towards others increases or decreases according to the degree to which we intuit or not features, preferences, common features;- there is a likelihood of extending facts, attitudes, occasional or negative views to the entire behavior of an individual. Finding that an individual has not done a certain situation, failing to make the right decision, can turn into the opinion that he is incapable, incompetent, devoid of sense of guidance. Usually on lessons held in methodical committees or centers [5].

Differences in status. There is a situation when a receiver aware of the inferior status of the issuer (the debut teacher) can disregard messages, even if they are real or correct. A high-status issuer is usually considered correct and well-informed, his messages being interpreted as such, even if they are in fact false or incomplete, as is the case with a method committee commissioner.

Cultural differences. They are present among the participants in the communication, they can create blockages when they belong to different cultural, social, religious, organizational environments.[6]

Semantic problems resulting from the use of certain words in various ways or different words in the same way. An example would be the word "label". It has the meaning of the inscription on the packaging, but also the title, the name under which someone is involved, but also the significance of the norms of behavior in relations with the others in the school organization, in the relations with the parents, with the whole community and the rules of political behavior in everyday life. Semantic issues also arise when employees use words or expressions of jargon, slang, neologisms, strictly technical expressions, or too little use.

Noise is a factor that relates to the context of communication. It consists of sounds or a mixture of discordant and powerful sounds that

involve the transmission and / or reception of the message. He can compete with messages and even dominate them, distorting them [4].

Obstacles specific to organizational communication. These are determined both materially and in terms of the human aspect, respectively the psychological side present in the process.

Obstacles generated by managers. Most of the time the school heads are the initiator and coordinator of the communication process. Considers it important and necessary to impose artificial barriers in communication with teachers, auxiliary and non-teaching staff or their counterparts, invoking various pretexts:

1. difficulties in issuing information.
2. the modalities of transmission and presentation taking a trivial form, with the effect of diminishing the attention of the interlocutors;
3. Calling a high tone and emphasizing irritability, and the result is intimidation of the partner and lack of expected response;
4. Using an inappropriate vocabulary on the person receiving the message. The use of too common expressions, overly elevated terms or strictly specialist terms leads to a decrease in the possibility of full and accurate understanding of the transmitted information;
5. the lack of attention or the lack of coordination and control capacity of the discussion aimed at achieving an objective;
6. Lack of listening ability. Studies conducted to this end have highlighted that most of the staff's dissatisfaction within an organization stem from the reduced listener capacity of the manager / manager. A direct effect reverses the personality of the teaching staff / subordinates in a negative sense, and the professional, creative and intellectual potential also suffers.

Low listening capacity or faulty listening can be the result:- lack of respect towards the personality of the interlocutor, manifested through lack of attention, nervousness, the rush to finish faster, the boredom, and at the same time accomplishment of other tasks;- Minimal desire and ability to concentrate on the essence of the situation, which distorts the attention to the good course of communication, thus eliminating the informational substrate;- the persistence in the prejudice that subordinate staff can not suggest ideas or solutions relevant to the right answers to the issues raised. Thus, there is a tendency to believe that any opinion is a fight against the director's prestige;- the opposition to adopting new opinions. A new opinion brings a change in the already existing order, and application in practice can also bring about difficulties in accomplishing, necessitating a great effort that could change the rules, the existence, the habit, the status of some people, the advantages already obtained.

Obstacles generated by subordinates have as their source either the desire for security or the ignorance of involvement in the life of the school organization, or factors that simply concern temperament, personality, education, the work environment. The variants underlying this type of difficulty are:

- Detention of subordinates / teachers in expressing their own ideas, from the concern not to have inconvenience with the superiors or to undermine their position in the school unit;- the view that the problems of the teaching staff and of the subordinates do not concern the school unit manager;- the mediocrity and superficiality manifested in the act of communication. Thus, the didactic framework, which is overburdened with many commissions and multiple extracurricular activities, refrains from following an own-initiative communication;- Abundance of changes. The change of instructions, order is more frequent, the more it creates discontent among employees, emphasizing the manager's ability and competence.

5. Dismantling the arguments against

Communication can be hindered or disturbed by a number of factors that interpose between intentional and perceived meaning may be linked to any of the communication components (transmitter, message, channel, receiver), or their interaction. Of these, the most important are:

1. Status effects - sometimes too high a transmitter's status relative to the receiver may cause deformation of the message by the sender.

2. Semantic Problems - Specialists tend to use professional jargon, believing that others can understand it; people with a higher status are starting to express themselves in a more sophisticated way, hard to understand for people with a low level of schooling.

3. Perceptual distortions - when the receiver has an unrealistic self-image and is open to communication, unable to understand others appropriately.

4. Cultural differences - people from cultural backgrounds, with different values, habits and symbols.

5. Choosing the wrong channels or times - choosing the correct channels for each piece of information, and also choosing the right moment - an urgent situation is unlikely to be met if requested at the end of the program or at the end of the week.

6. Excessive channel length - a complicated organizational network leads to slow communication. [7]

Human barriers in effective communication are:

- physical: verbal, acoustic deficiencies, location, light, temperature, time of day, meeting time, etc.

- semantics: vocabulary, grammar, syntax, emotional connotations of words.

- determined by internal factors: positive involvement (eg I like Ion, so I listen to him); negative involvement (eg: Mirela gossiped me a year ago, so I interpret everything she says is against me);

- fear;

- differences in perceptions;

- hurried conclusions;

- lack of knowledge;

- lack of interest (one of the biggest barriers to overcome is the lack of interest of the interlocutor vis-à-vis the emitter's message);

- emotions (strong emotion is responsible for almost complete blocking of communication);

- psychic jam;

- thetrac.[5]

Communication jams, or distortion of information, may occur when:

- the transmitter (the teacher) does not master the content of the transmitted didactic message;

- it is not clearly, intelligibly and systematized;

- the transmitter speaks too slowly, too loudly or too fast;

- Does not present the purpose of the message at the outset and does not create motivation to awaken interest in communication;

- the transmitter does not synchronize the various types of communication (verbal, paraverbal, nonverbal, visual, etc.);

- the message sent does not correspond to the pupils' interests or the problems they have to deal with;

- Didactic message is too familiar or too abstract and does not raise interest, causing boredom;

- communication is only one-way, producing passivity;

- students are not engaged in communication through dialogue or rhetorical questions;

- Effective communication is also blocked by the stress-creating background created by the emitter (boredom, fatigue, impatience, fear of mistakes in exposure);

- students do not have the necessary knowledge to understand the teaching message, or they have not been thoroughly fixed and interfering.

Obstacles that occur more frequently in didactic communication:

- overload (due to the time crisis, but also to the desire of some teachers not to omit important things);

- the use of a language that is inaccessible, inaccessible (or hardly accessible) to students;
- non-uniform, over time, delivery of the material to be taught;
- student / student fatigue or teacher's dislike;
- tense or noisy climate.

In order to improve the didactic communication, it is necessary to know the observance of some rules by the teachers, among which:

- correct, open and direct speech (which prevents or reduces distortions of messages);
- Encouraging student feedback (to know to what extent messages have been correctly received and understood);
- Careful, patient and encouraging listening to the messages received from students while at the same time trying to understand exactly the meaning of these messages;
- use of several forms of didactic communication for the same type of messages (as a rule, oral and visual, concurrent);
- repeating more complex messages

"As far as the organization is concerned, the philosophy of organizational communication is based on the harmonization of different modes of expression in the internal and external environment. Naturally, the organization is interested in its image. Good communication aims at giving importance to a positive, ever richer and more coherent image. The maneuver is not easy due to the many barriers, including: the heterogeneity of the public, the plurality of messages from and to the organization, the diversity of the circumstances of issuing and receiving" [8].

6. Conclusions

We will always turn to the past, hoping to find solutions to the situations we are in. Why ? Because our experience can help us and it is very true what Braudel says: "history is the science of the present."

Communication means much more than a basic organizational link, as it emphasizes existing values that add to it, generates human ties that lead to the consolidation of the organization, shapes attitudes, perceptions, and last but not least, the behaviors of members of the organization. All these facts lead to the revival of human contacts.

It can be perceived as a determining tool within the organization, having as a goal the achievement of a competitive advantage in relation to the competitive environment. That is why the manager has to use communication to lead, motivate, determine, and provide information to employees and individuals in the organization's external environment.

We need to understand communication in all its complexity, especially since at first sight it seems simple and clear, but it has a very important role to play in deepening and understanding relationships with one's own person and those outside his own universe, communication has the supremacy between all the means or tools used to achieve the objectives proposed both in the organization where each individual operates, but also in the attainment of the personal goals that constitute the personal development.[6]

Organizational communication is not between cold, inanimate elements. This takes place between entities with professional training located on the same or different levels, with different personalities, who have to fulfill well-defined attributions in the job description of each of the employees and hence unique behaviors in their own way but which must be fall within a certain range of rules and norms adopted by the organization in which it operates. Not only the manager is responsible for good communication in the organization he is leading. Equally involved must also be employees who have accepted for various reasons to belong to the organization, to become aware of their role in achieving the proposed objectives and to promote their image in the external environment, to the general public.

Organizational communication brings together a group of members of the organization to achieve the objectives. And so, it appears as an instrument to mediate the achievement of these goals. That is why we need to pay attention to "understanding" which is the "telos of communication" [9]. There is, therefore, a need to meet a number of requirements, such as: simplicity, clarity, accessibility, accuracy. Without meeting them, it is more difficult to prevent the interruptions in communication, which are the source of the bottlenecks that occur in the communication process.[9]

The representativeness of teaching communication is influenced by physical pursuit, face expressiveness, gestures, glare, visual contact. Non-verbal language elements prolong the meaning of words. For example, a teacher who enters the class and sits at the chair or sticks to the board and stays there all the time decreases a lot from the force of his speech. Non-verbal language has the same significance as the verbal.[10]

The purpose of teaching is to build convictions by organizing teaching and choosing those methods that are conducive to forming beliefs about all areas of human cognition and practice. When belief is not possible, conviction is used, by which we understand the influence of the person more than through the formation of beliefs, by reasoning, but also by the targeting of affectivity, for example when we call flattering to convince more

quickly. Persuasion accompanies conviction reaching both reason and feelings.

Ognev and Russev (2008) emphasized that it is very important to pay attention during communication, to what passes next to each other's consciousness, and this is the non-verbal part. Thus, there is a need to develop capacity in each member of the organization, to be in an optimal state, corresponding to what is at that moment in its own inner state and its motivation. Everyone's art of having the desired results, both in the organization and in their personal life, is to constantly monitor their own state of play.[7]

References

- [1] Safta D. Managementul conflictelor în organizație. Bucharest: Trei; 2016. 464 p.
- [2] Factori perturbatori ai comunicării [cited 2018 Jul]. Available from: <http://www.qreferat.com/referate/psihologie/FACTORI-PERTURBATORI-AI-COMUNI414.php>
- [3] Colda M. Bariere în comunicare-factori perturbatori ai comunicării. Available from: https://www.didactic.ro/materiale/61975_bariere-n-comunicare-factori-perturbatori-ai-comunic-rii.
- [4] Niculae T, Gherghiță IM, Gherghiță D. Comunicarea organizațională și managementul situațiilor de criză. Bucharest: Editura Ministerului Administrației și Internelor; 2006. 200 p.
- [5] Rizescu Al. Gestionarea comunicării organizaționale [cited 2018 Jul 15]. Available from: www.armyacademy.ro/reviste
- [6] Haineș R. Tipuri și tehnici de comunicare în organizații. Bucharest: Editura Universitară; 2008. 269 p.
- [7] Psihopedagogie.blogspot.com. Comunicare și relații de comunicare pedagogică [cited 2018 Sep 16]. Available from: <http://pshihopedagogie.blogspot.com/2008/08/tema-12-gradul-ii.html>
- [8] Constantinescu D, Gîrboveanu SR, Dumitrașcu E. Comunicarea organizațională. Bucharest: Pro Universitaria; 2011. 360 p.
- [9] Marga A. Raționalitate, comunicare, argumentare. Cluj-Napoca: Dacia; 1991. 329 p.
- [10] Rasfoiesc.com. Soluții creative și rapide. Comunicarea definire și tipologie [cited 2018 Jul 07]. Available from: <http://www.rasfoiesc.com/business/marketing/comunicare/Comunicarea-definire-tipologie82.php>