



Available Online

Journal of Education and Social Studies

<http://www.scienceimpactpub.com/jess>

ANALYSIS OF THE EFFECTS OF COMMUNICATION BARRIERS ON STUDENT'S ACHIEVEMENTS AT THE UNIVERSITY LEVEL

Nazia Hussain^{1*}, Noor Muhammad¹ and Mudassar Yasin²

¹ Institute of Agricultural Extension, Education and Rural Development, UAF Sub-campus Toba Tek Singh, Pakistan

² Department of Agricultural Extension, MNS-University of Agriculture, Multan, Pakistan

ABSTRACT

Communication and learning are the basic elements of life that start from birth till the last breath. The effectiveness of communication depends on its process and communication barriers with stakeholders. The teachers are the main stakeholders at the university, who communicate with students. Therefore, this study is designed to analyze the effects of communication barriers on student's achievement in University of Agriculture Faisalabad, Sub-Campus Toba Tek Singh. This study is descriptive in nature, and all the students of University of Agriculture, Faisalabad (UAF), Sub-Campus Toba Tek Singh, considered for the population of the study. The interview and focused group discussion were used to collect data from the sample (N=130) and quantitatively analyzed with statistical software. The twenty-five (25) response items questionnaire was developed for the present study. The research tool was redesigned, improved, and validated in the light of suggestions given by experts and teachers. It was concluded from this study that communication barriers badly affect the student's overall academic performance, so there is a need to overcome these communication barriers to make the students good in their academic records. It is recommended to provide better communication facilities to the students for good academic achievements.

Keywords: Effect; Communication barriers; Students achievements; University level.

This is an open access article under the CC BY license (<http://creativecommons.org/licenses/by/4.0/>).

Email: naziarheel33@gmail.com

© The Author(s) 2021.

INTRODUCTION

Communication and learning are the basic elements of life that start from birth till the last breath. The effectiveness of communication depends on its process and communication barriers with stakeholders. The students and teachers are the main stakeholders (Bakar et al., 2020). Effective communication between teachers and students is very important for educational stakeholders. The communication barriers are the obstacles in the communication process in which messages received by the receivers are not well-understood. Pal et al. (2016) examined that there are various factors i.e., "emotional", "psychological", "practical" and "social") which affect the communication process. Dar & Khan (2014) reported various kinds of communication (verbal, non-verbal, cultural, and enhancer communication). According to him, the teacher must understand the difference in these kinds of communication so that they would be easily understandable at a child's level. Teaching behaviors of the faculty members have a vital impact on the students. It is the prime responsibility of any teacher's shoulder rather than knowledge transfer (Okon, 2011).

Meyer (2003) conducted a study and compared the "face-to-face" and "successive discussions" like issues, and he pointed out that "lackness in facial gestures", "feelings in the achievement of deep thinking" and "scheduling" is the key issues during face to face and success. Kapur (2018) pointed out the various communication barriers, i.e., language barriers (inappropriate words, difference in language, difficulty to comprehend), physical barriers (large working areas, environmental factors), emotional barriers (hostility,

anger, resentfulness, and fear) and poor subject knowledge (ignorance, irrelevant and unverified things) that result in poor communication regarding the successful delivery of messages between individuals. The students face so many communication barriers at the university level. The present study was carried out to analyze the effect of communication barriers on the academic achievement of university students.

METHODOLOGY

The present study was descriptive in nature, and a survey method was designed to carry out the study. The population of the study was all the students of the University of Agriculture, Faisalabad (UAF), Sub-Campus Toba Tek Singh. In the UAF sub-campus, fourteen (14) programs are working. After obtaining the list of students, an equal number of samples was chosen through a proportionate sampling technique from each program. The twenty-five (25) response items questionnaire was developed for the present study. The research tool was redesigned, improved and validated in the light of suggestions given by experts and teachers. The interview and focused group discussion were used to collect data from the sample (N=130) and quantitatively analyzed with statistical software in the form of a percentage, arithmetic mean, standard deviation.

RESULTS AND DISCUSSION

Table 1 shows that data regarding the distribution of respondents for lack of knowledge creates problems for the students. It is clear from the results that most of the students (41.1%) found that lack of knowledge about basic language skills is actually the real problem that affects the students’ academic performance. At the same time, only 3.8% of the students showed their opinion that they strongly disagree regarding the lack of knowledge about basic language skills that create problems for students. Dar & Khan (2014) reported the various kinds of communication (verbal, non-verbal, cultural, and enhancer communication). The faculty member must understand the difference in language that would be easily understandable at a child’s level.

Table 1. The distribution of respondents' responses regarding lack of knowledge about basic language skills creates problems for students.

Categories	Frequency	Percentage	Mean	Standard Deviation
Strongly Disagree	5	3.8	3.85	3.82
Disagree	19	14.6		
Undecided	9	6.9		
Agree	54	41.5		
Strongly Agree	43	33.1		
Total	130	100.0		

Table 2 shows that data regarding respondents' views about lack of confidence create problems in better understanding of lectures. A large number of the students (49.2%) strongly agreed that lack of confidence creates problems in better understanding of lectures, followed by the students who agreed (30.8%). Whereas, only a short number of students (2.3%) strongly disagree regarding lack of confidence, which creates problems in better understanding lectures. Okon (2011) argued that teaching behaviors of the faculty members have a vital impact on the students' confidence, and he said that it is the prime responsibility of any teacher’s shoulder rather than knowledge transfer.

Table 2. Distribution of respondents regarding lack of confidence creates problems in better understanding of lectures.

Categories	Frequency	Percentage	Mean	Standard Deviation
Strongly Disagree	3	2.3	4.11	4.07
Disagree	18	13.8		
Undecided	5	3.8		
Agree	40	30.8		
Strongly Agree	64	49.2		
Total	130	100.0		

Table 4 shows the data regarding the teacher’s attitude that creates communication gaps among the students. The results clearly indicate that most of the respondents (46.9%) agreed that the teacher’s attitude is the major problem that creates a communication gap that affects the students' learning ability. Whereas the minimum number of respondents (4.6%) strongly disagree that the teacher's attitude is the major problem that creates a communication gap among the students. The performance creates more confidence in students and teachers. Ulug et al. (2011) reported that the positive attitude of teachers has positively influenced students' personalities as well as on their life performances.

Table 4. Distribution of respondents regarding the teacher’s attitude creates a communication gap.

Categories	Frequency	Percentage	Mean	Standard Deviation
Strongly Disagree	6	4.6	3.98	3.95
Disagree	11	8.5		
Undecided	7	5.4		
Agree	61	46.9		
Strongly Agree	45	34.6		
Total	130	100.0		

The data about the distribution of respondents regarding the physical disabilities of hearing problems as the root cause of the communication gap is presented in Table 5. The obtained results indicate that a large number of the respondents (35.4 and 33.1%) strongly agreed that the physical disabilities of hearing problems are the root causes of the communication gap among the students that affect their academic performance. Meanwhile, fewer respondents (7.7 and 8.5%) strongly disagree regarding the physical disabilities of hearing problems as the root causes of the communication gap among the students that affect their academic performance. Kigotho (2016) stated that the hearing impaired students are a special population within the university fraternity who require accommodations.

Table 5. Distribution of respondents regarding the physical disabilities of hearing problems are the root causes of the communication gap.

Categories	Frequency	Percentage	Mean	Standard Deviation
Strongly Disagree	10	7.7	3.80	3.77
Disagree	11	8.5		
Undecided	20	15.4		
Agree	43	33.1		
Strongly Agree	46	35.4		
Total	130	100.0		

Table 6 shows data regarding the distribution of respondents that make students uncomfortable because of the difference between a teacher and his way of teaching. It is clear from the results that most of the respondents (50.8%) were found to agree regarding the distribution of respondents that make students uncomfortable because of the difference between a teacher and his way of teaching. While less number of respondents (5.4%) showed their opinion that they strongly disagree regarding the distribution of respondents that make students uncomfortable because of the difference between a teacher and his way of teaching and it is the ultimate cause of the poor academic performance of students. Anselm et al. (2005) reported that the different teaching styles play an important role among the teachers and students' relationship in students' academic achievement that exerts a positive or negative impact on students' academic achievements.

Table 6. Distribution of respondents that make students uncomfortable because of the difference between teacher and his way of teaching.

Categories	Frequency	Percentage	Mean	Standard Deviation
Strongly Disagree	7	5.4	3.85	3.82
Disagree	11	8.5		
Undecided	11	8.5		
Agree	66	50.8		
Strongly Agree	35	26.9		
Total	130	100.0		

Distribution of respondents regarding the high expectations of teachers and students may create a barrier in effective communication among the students is given in Table 7. The analyzed results clearly indicate that most of the respondents (41.5 and 33.1%) were found agree and strongly agree that the high expectations of teachers and students may create a barrier in effective communication among the students. Whereas, the minimum number of respondents (4.6%) showed their opinion that they strongly disagree regarding the high expectations of teachers and students, which may create a barrier in effective communication among the students. Khan et al. (2017) concluded that the communication skills of teachers have a significant role in the academic outcome of the students.

Table 7. Distribution of respondents regarding the high expectations of teachers and students may create a barrier in effective communication.

Categories	Frequency	Percentage	Mean	Standard Deviation
Strongly Disagree	6	4.6	3.88	3.85
Disagree	14	10.8		
Undecided	13	10.0		
Agree	54	41.5		
Strongly Agree	43	33.1		
Total	130	100.0		

CONCLUSIONS

It is concluded that communication barriers are a significant challenge between the source (learning material) and receiver (students), which affects the student's performance and achievements. It was concluded from this study that communication barriers badly affect the student's overall academic performance, so there is a need to overcome these communication barriers to make the students good in their academic records. It is recommended to provide better communication facilities to the students for good academic achievements

REFERENCES

- Anselm, A. H., Palda, V., Guest, C. B., McLean, R. F., Vachon, M. L. S., Kelner, M., & Lam-McCulloch, J. (2005). Barriers to communication regarding end-of-life care: perspectives of care providers. *Journal of Critical Care, 20*(3), 214–223.
- Bakar, A., Shah, K., & Xu, Q. (2020). The effect of communication barriers on distance learners achievements. *Revista Argentina de Clínica Psicológica, 29*(5), 248.
- Dar, M. F., & Khan, I. (2014). Oral communication apprehension among undergraduate engineering students in Pakistan. *Journal of Education & Social Sciences, 2*(2), 144–153.
- Kapur, R. (2018). Barriers to effective communication. Delhi University.
- Khan, A., Khan, S., Zia-Ul-Islam, S., & Khan, M. (2017). Communication Skills of a Teacher and Its Role in the Development of the Students' Academic Success. *Journal of Education and Practice, 8*(1), 18–21.
- Kigotho, L. W. (2016). Barriers faced by students with hearing impairment in inclusive learning environment, a case of the University of Nairobi. University of Nairobi.
- Meyer, K. A. (2003). Face-to-face versus threaded discussions: The role of time and higher-order thinking. *Journal of Asynchronous Learning Networks, 7*(3), 55–65.
- Okon, J. J. (2011). Role of non-verbal communication in education. *Mediterranean Journal of Social Sciences, 2*(5), 35.
- Pal, N., Halder, S., & Guha, A. (2016). Study on communication barriers in the classroom: A teacher's perspective. *Online Journal of Communication and Media Technologies, 6*(1), 103–118.
- Ulug, M., Ozden, M. S., & Eryilmaz, A. (2011). The effects of teachers' attitudes on students' personality and performance. *Procedia-Social and Behavioral Sciences, 30*, 738–742.