

1. Introduction

Communication is the transmission of information to create a common understanding. This includes the exchange of emotions, messages, photographs, or signs. (Broni and Velentzas, 2014). Communication is the exchange of concepts, information and ideas leading to mutual understanding among two or more individuals. (Maund, Shriek and Tinkler, 2017).

Communication strengthens the entire individual, enhances the work of education, as it is an integral part of the educational undertaking. (Morreale, Osborn and Pearson, 2000). With successful communication skills at work: -

- Employees work more closely and can better align themselves with the aims and objectives of the business.
- Improve employee engagement.
- Gives you tools to better understanding of the needs and goals of your employees.
- Better understanding of employee's talent and skills that may otherwise go unnoticed.
- Ability to cultivate talents and skills in a way that develops them in line with company goal.
- Improved connection between co-workers for a more positive and satisfying work environment.
- It helps to reduce conflict, improves relationships between the business and its clients, improves team effectiveness and employee engagement. (Ludlow & Panton, 1992).

There are seven elements of effective communication process:

- The sender.
- The message
- The Encoder
- Communication Channel
- The Receiver
- Decoder
- Feedback.

Barriers to efficient communication:

- Effect's status: This may result in an incomprehension of commentary as commands by senior people.
- Semantic difficulties or misappropriation of words. These are sentences that use professional abbreviation in a more than one manner. Example, The Professor and the Village people. See Appendix 'A'
- Perceptual distortions: This can occur if the recipient is misconceived or misunderstood by others.
- Cultural differences: this is where different social and cultural backgrounds or professional differences arise.
- Physical distractions like noise, poor lighting, and ventilation. Example, in the case study of Maria and Pedro. See Appendix 'B'
- Poor selection of channels of communication, example. Volume, Speed, Pitch, and tone. (Ludlow and Panton, 1992).

There are two types of communication:

(a) Verbal: Verbal communication is communication via spoken or written phrases. It can be called vocal communication or oral communication. Examples are:

- Responding to a telephone call.
- Information to be provided.
- Instructions to give and receive.
- Reporting or submission. This brings about Hearing and active Listening which is very important in effective communication. Hearing is the physical ability to detect sound and listening requires you to concentrate on the verbal and non-verbal messages being sent and to interpret their meaning. (Maund, Shriek and Tinkler 2017). When you talk to your colleagues, customers, friends, or family, they are likely to have retained less than half of the conversation. (Crockett, 2011). There are three types of Listening:
 - Informational: This is listening for acquiring knowledge.
 - Critical: This is where you listen to make a decision.
 - Empathic /Empathetic, which is to be able to understand how someone feels or to put yourself in someone's place.

(b) Non-verbal Communication:

- We communicate without words in these situations. These might include nodding the head, eye contact and gesture of facial expression.

Communication is said to become effective when there is:

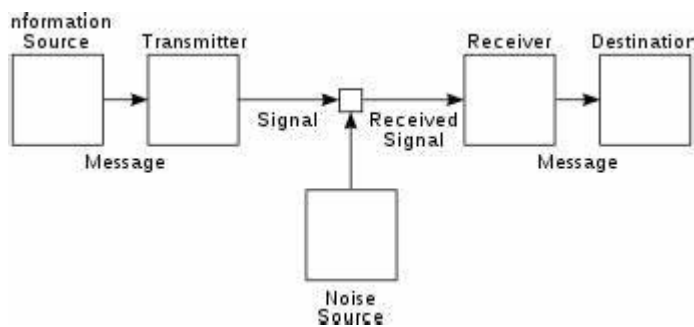
- Clarity: To speak in clear words and not complicated words, and to express your thoughts and ideas.
- Empathy: It is friendly and understands the point of view of the other person.
- Sincerity: to be yourself and not pretend you are another person.
- Relaxation: Relaxation and natural speech in a relaxed mood.
- Eye contact: guidance and gaze length are important in syncing and making it friendly.
- Appearance: This tells others what you think about yourself.
- Posture: You could give others a message that you are not interested in how you sit or stand. Your voice type can also be influenced.

2. Models of communication: There are three main models of communication, namely (Shannon and Weaver,1989), (Schramm,1948), and (Berlo,1960).

2.1. Weaver and Shannon (1989).

The most widely used communication models on a Technical level are models based on Shannon-Weaver Data Transmission Model (1989). "Although the diagram of Shannon and Weaver is telecommunications technology inspired, but the fundamental concept is very old and was initially presented as a verbal communication account. (Sperber and Wilson 1986). In many respects, Shannon and weaver have been questioned. However, the model is not a model of communication, instead, it is a model of a medium- and inconsistent {Technical Media} information flow. The model suggests that communication is often direct and

unidirectional), but communication in the actual word of the media is hardly unidirectional and often indirect. (Foulger,2004).



Shannon & Weaver (1989)

The Shannon and Weaver Model of Communication is regarded as a mathematical theory of communication that argues that human communication can be broken down into 6 key concepts: sender, encoder, channel, noise, decoder, and receiver. The model's primary value is in explaining how messages are lost and distorted in the process of communication. Many believe that Claude Shannon alone and Warren Weaver played a minimal role in this mathematical communication theory. In scientific fields it is also called simply "Shannon Information Theory."

Sender: Information source begins the Shannon Weaver model. The person reading a newscast on the evening news may be an example of a sender.

Encoder: (Transmitter) The 'encoder' is the next step in the model of Shannon Weaver. The encoder is the machine (or individual), which turns the thought into signals that are transmitted from sender to recipient. The Shannon model was originated by means of telephones and computers that encrypt our words using codes like binary numbers or radio waves. However, the encoder may also be an individual who converts an idea into spoken, written words or signed speech to express an idea to someone. Example, the encoder may be a phone that converts our voice to binary 1 and 0 for telephone lines.

The 'channel' is the next step in the model Shannon Weaver. The communication channel is the infrastructure that transmits information from the sender to the decoder and recipient. We also call this the "medium" sometimes.

Loudness. The next step is 'noise' in the Shannon Weaver model. A message is interrupted by noise while it is being sent to the recipient. It is named after the idea that 'noise' could disrupt a message's understanding. Indoor and external noise are two kinds of noise. Internal ringing occurs when a transmitter encodes the message incorrectly or when the receiver decodes the message incorrectly. External noise occurs when something external impedes the communication (not controlled by the sender or the receiver). See appendix Maria and Pedro.

Decoder:

The next step is 'decoder' in the Shannon Weaver model. The precise opposite of encoding is decoding. In terms of communication through devices such as telephones, Shannon and Weaver have created this model. In that model, a device can normally decode a text from binary numbers or waves into a format that the receiver can understand.

Recipient. (Destination)

The next step in the model for Shannon Weaver is "receiver" The recipient is the end of the technical communication process' original Shannon and Weaver model. This is the step where the person receives or remains the message after noise has been recorded. The receiver hears the decoder's sounds and interprets the communication. The communication source model of Shannon and Weaver is seen as the active decision maker determining the significance of the message, the destination being the passive aim.

Strength of Shannon and Weaver model of communication.

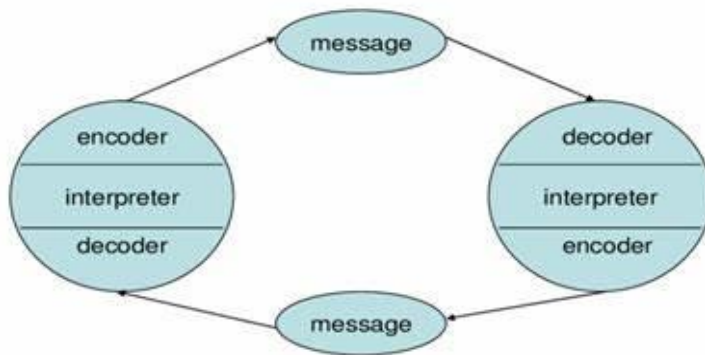
- Simplicity
- Generality and quantifiability, which will result in further theories and research by taking serious academic attention to human communication and information theory.

Failures: It is a linear one-way model, which assigns the recipient, which is seen as absorbing information, a second role. In the original model there was no provision for feedback (reaction from the receiver).

- The nature of mankind is misleading and misrepresented. (Chandler,1994).

2.2. Schramm (1948) Model of Communication:

Schramm communication model identifies communication as a process between a sender and a recipient: there will also be a message and a media for sending a message. (Blythe, 2012). Schramm cited that the message is useless until the second party can interpret or decode the information it wishes to convey. He stresses that the communication is incomplete until the recipient gets input, making this a two-way process between the first and second parties. (Maund, Schriek and Tinkler (2017). This model is a circular or cyclic model, unlike other communication models, and consists of all fundamental communication components. (Bhasin, 2020).



(Schramms, 1948)

Osgood- Schramm communication model advantage

- Dynamic model—see Let how things can change.
- It demonstrates why redundancy is a key element.
- There is no distinct sender and receiver, and the same person is the sender and recipient Suppose that information is circular.
- The key feature is the feedback. This is where interference is avoided.

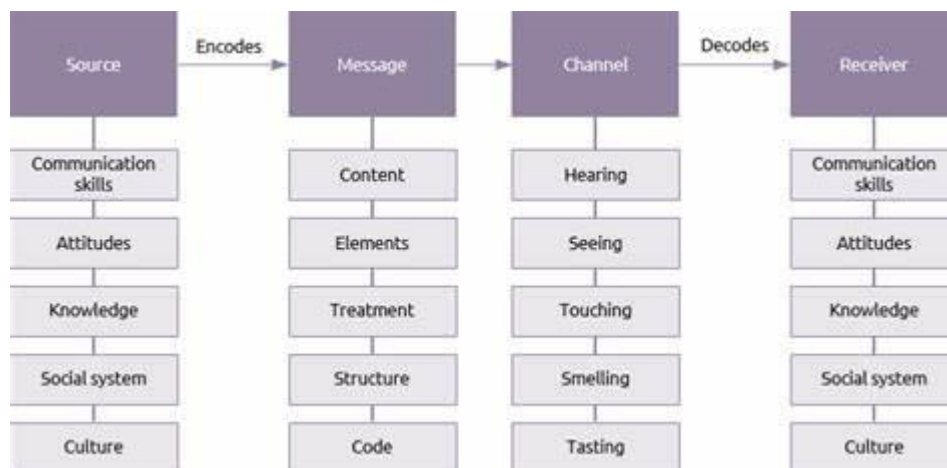
Osgood- Schramm communication model disadvantage.

- This model does not put noise into consideration and takes the time to encode and decode. (OSGOOD- SCHRAMM, 2012).

2.3: Berlo model of communication (1960)

In 1960, David Berlo devised a communication model for Berlo's transmitter-message-channel receivers (SMCR) based on Shannon & Weaver's communication model (1949). He listed the variables that affect each component of communication to make communication more effective. This mostly concentrates on the encoding and decoding that occurs before sending the message and receiving the message.

The Model of Berlo has four elements in order to illustrate the process of communication. Sender, Message, Channel, and Recipient.



Berlo (1960).

Components of Berlo's model of communication:

Sender:

- Berlo identified the sender, or the person who originated the message, as the source of the message. The recipient is sent the message by the individual or the source. The correspondence will not work if the sender has not strong communication skills and if the receiver cannot understand the message, then the communication will not be effective.

Message:

- The material sent by the sender to the recipient may be in form of a letter, speech, audio, text, video, and other media can be used as well. The message is affected by factors as follows:
 - Content. The whole message.
 - Elements of the message such as gestures, signs, language, etc.
 - The way in which the message is given to the receiver.
 - The way the message is structured, and
 - Coded. Might be in form of text, video, language, etc.

Channel:

- The means for sending a message is channel. Technical devices may be used as a medium such as radio, Internet etc. The medium for communicating is usually the five senses of the human being and it influences the efficacy of the channel as follows:
 - Hearing, Seeing, Touching, Smelling, and Tasting.

Receiver:

- Is the one who receives the letter. If the recipient and sender are not identical, the message might not have the same effect as intended. Attitudes, information, social structure and community may influence the recipient as 'The Sender'.

Factors that can affect the sender's communication skills as defined by Berlo (1960) are:

- Poor communication skills
- Attitudes of both the sender and the receiver. The environment also changes the meaning and the effects of the message.
- Familiarity with the message.
- Social systems like beliefs, laws rules values and other factors can affect the sender's method of communicating the message.
- Cultural differences can affect ways of communication.

Criticisms of Berlo's Model:

- No feedback.
- No room for noise.
- Complex.
- Linear model.
- It omits the usage of sixth sense of human beings as a channel. (thinking, understanding, analysing, etc). In my opinion, all the communication models are saying the same thing except Feedback which Robinson and Robinson (1982) observed that can lead to listener's inability to understand what a speaker means. Example of this in my workplace, See below:

Our fire marshal was away on the company's fire drill day. So, the fire drill was not done. He called his assistant the following day to conduct the fire drill in his absence, and that he has made all necessary calls with regards to the fire drill, except the fire services. The assistant started the fire drill without notifying the fire services, and within three minutes of the fire drill, about three fire engines turned up.

The Assistant did not receive the message properly. He may be listening, but his listening was not active, or there was background noise that prevented him from getting the message properly. For this communication to be effective, there should be feedback where the assistance verified from the fire marshal that all protocol has been duly fulfilled or not.

2.4. Conclusion:

Communication is an important part of the educational undertaking, from adult to preschool education. The field is especially important in higher upbringing. It strengthens the entire individual, enhances the work of education, and plays important roles in the world of work. It helps to reduce conflict, improves relationships between the business and its clients, improves team effectiveness and employee engagement.