



COLLEGE OF LAW AND MANAGEMENT STUDIES

School of Management, Information Technology, and Governance

**Title: The impact of communication barriers at Majuba Technical and Vocational
Education and Training College**

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of Master of Commerce, Business Management**

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2025

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ABSTRACT

Every organisation engages in communication, which is a concept that is quite frequent in day-to-day life. Tasks cannot be completed if there are no efficient means of communication. Barriers and difficulties both that can be avoided and that cannot be avoided do arise during the communication process. To effectively surmount communication obstacles, a person must internalise all the necessary skills and dispositions.

Examining the effects of communication obstacles that lecturers and management at Majuba Technical and Vocational Education and Training College encounter is the study's objective, as well as the factors that prevent effective communication and solutions to these issues. The primary aim is to pinpoint various barriers to successful communication at Majuba Technical and Vocational Education and Training College and suggest possible solutions for their communication system.

Qualitative research methodology was used for this study. Data was collected through interviews using content analysis to organise collected information and to analyse the recorded data from the interviews with participants from Majuba Technical Vocational Education and Training College. The participants who took part in my study are employees employed by the College, which includes Lecturers and Senior Lecturers, and this research took place at Majuba Technical Vocational Education and Training College, which is based at Majuba and UmziNyathi Districts, which provides different programs.

Employees at the College received a list of interview questions that had been created. The participants who took part in this study were 10 lecturers. The goal was accomplished using information gathered through interviews, and the study's conclusions can assist management in becoming aware of the difficulties and formulating plans to address them so that both lecturers and management can function in a favorable atmosphere.

This study has covered a wide range of significant topics, including the various types of obstacles to effective communication within an organisation, as well as strategies for

overcoming communication barriers and addressing psychological, physical, cultural, and linguistic barriers to effective communication.

KEYWORDS: Communication, Barriers, Verbal, and Non-Verbal Communication.

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CHAPTER ONE

INTRODUCTION

1.1. INTRODUCTION

This study seeks to investigate the impact of communication barriers at Majuba Technical and Vocational Education and Training (TVET) College. This study will detail why communication is important at the Technical and Vocational Education and Training Institution, as it entails the verbal, written, or gestural exchange of concepts, feelings, thoughts, intentions, expectations, perceptions, or commands between two or more people and other means to transmit information. (Pal, 2016).

This research aims to investigate communication barriers faced by lecturers and management at Majuba Technical and Vocational Education and Training College, as well as the factors that prevent effective communication and solutions to these issues. It is also to identify several obstacles to effective communication and provide potential fixes for Majuba Technical and Vocational Education and Training College's communication system.

Communication between management and lecturers must be excellent for employees to make the crucial transition from "workers" to "working managers." Teachers are typically reluctant to express their hopes, worries, and disappointments. Of course, there are times when a worker complains and voices out his or her ideas to the extent that a manager quietly asks for less "communication". There is a far greater desire to discover an employee's "true thoughts". A favourable workplace culture and increased employee motivation are the results of efficient communication, whereas inadequate communication breeds unhappiness. (Salamondra, 2021). The background, purpose, problem statement, research questions, research methodology, definitions of terms, and conclusion of the study were all contained within this section.

1.2. Background of the study

Among the 50 governmental Technical and Vocational Education and Training (TVET) colleges in South Africa, Majuba Technical Vocational Education and Training College is run through the Department of Higher Education and Training (DHET) (Wedekind, 2016). TVET colleges are categorized as public institutions under South African law, and as such, the

Department of Higher Education and Training (DHET) is in charge of funding and overseeing them.

TVET colleges in South Africa are governed by the Education and Training Act of 1998 and the Continuing Education and Training Act of 2006. According to these rules, the DHET is in charge of TVET college governance and management, which includes policymaking, funding, and monitoring the standard of instruction and training. The College is one of the largest providers of technical and vocational education and training services in the country, with a focus on developing priority skills. Majuba Technical and Vocational Education and Training College is a major supplier of services to the districts of Amajuba and uMzinyathi for Technical and Vocational Education and Training. It supports important industries in these fields, including the production of iron and steel, primary agriculture, textiles and apparel, cement and chemical manufacturing, tyre production, engineering, and iron and steel mining. 912 workers at Majuba Technical and Vocational Education and Training College receive compensation from the Council and the Department of Higher Education and Training (DHET).

There are seven campuses, spread throughout a sizable geographic region that includes Dundee, Newcastle, and Madadeni. The College provides a broad variety of nationally recognised occupational and vocational programs.

Located in Newcastle, Northern KwaZulu-Natal, the College offers a comprehensive education that helps students get ready for the workforce. Together with the ministerial programs National Certificates (Vocational) and Report 191 (N1-N6), the college also provides skills programs, apprenticeship training, and NQF-aligned learning opportunities (in partnership with business and industry).

Uncertainty regarding the direction of the organisation arises from communication problems, which are frequently signs of deeper issues (Phillip, 2018). Communication can either be verbal or non-verbal between employees employed by the College and when it comes to non-verbal communication it is communication using internet which becomes a challenge if you do not have data to communicate you cannot access emails, zoom, YouTube and WhatsApp on time which can lead to missing deadlines for submitting important documents.

It even makes it hard to communicate with your students because they also do not receive data and they are relying on National Student Financial Aid Scheme (NSFAS) for data as they come from poor backgrounds they do not have money to buy data if there is something you want to communicate with them you can send messages others would not receive it because they do

not have access to connectivity and they will receive that information when they come to class the following day (Ndlovu, 2021).

Majuba Technical Vocational Education and Training College rallied behind the Decade of the Artisan advocacy programme when the event was attended by school pupils, and they invited about 16 local high schools. The sessions exposed pupils to interesting activities that took place in the college workshops and allowed them to gather more information about the artisan industry and other fields. During the event, pupils' knowledge about trades was tested, and they received gifts in return. They also informed them about available funding from the Sector Education and Training Authority for internships, learnerships, and skills programmes, and how it would enable them to make informed decisions about career choices.

1.3. Problem Statement and Purpose of the Study

Any business has its vision and mission, in which the cooperative objective is driven for better accomplishment and to increase organisational effectiveness (Mazibuko, 2019). Majuba Technical Vocational Education and Training College has a unique mission which the aim is to deliver pertinent, adaptable instruction, training, and development to meet the demands of organisations and industries and communities improving student learning, graduation rates, and job prospects, increasing all members of our varied community's social and economic mobility.

Quality instruction and learning, targeted student-centered assistance, and a dedication to every student are all hallmarks of this program. Workforce and economic development partnerships are being expanded, and lifelong learning is being encouraged by management at Majuba Technical Vocational Education and Training College. As part of a culture of ongoing development and data-driven decision-making, students are encouraged to pursue new experiences and set personal objectives.

Through relevant and responsive education, training, and development programs, meet the requirements of corporations, industries, and communities, encourage students and employees to learn and work in a positive environment, be a constantly evolving, learning organisation, promote work opportunities, accessibility, and employability. Encourage lifelong learning and the development of practical skills, and Quality Management Systems should be implemented and regularly updated.

With a focus on increasing performance and the organisation's pass rate, Majuba Technical Vocational Education and Training aims to become one of the top Technical and Vocational Education and Training Colleges in South Africa by empowering our country through high-quality education, training, and development, as well as a set of core values. The development of decision-making skills, teamwork, and formal channels of communication, such as official letters, phone conversations, memos, and training, are all important components of effective communication as a strategic tool for organisational success.

The research's goals include determining the obstacles to good communication between Majuba Technical and Vocational Education and Training College's upper management and employees, as well as the institution's communication patterns. Another goal is to investigate the factors that prevent effective communication and make recommendations for ways to improve communication.

There is no understanding of the specific communication barriers faced by lecturers and management at Majuba Technical and Vocational Education and Training College and their impact on organizational effectiveness. While previous research has explored communication barriers in general and in other industries, the study aims to provide a deeper understanding of the communication challenges unique to this particular college and the factors that contribute to them. This will allow for the development of more targeted solutions that can help improve communication and organizational effectiveness at Majuba TVET College.

1.4. Aim of the study

This study aims to examine the impact of communication barriers at Majuba Technical and Vocational Education and Training College Centre for People's Development Campus, KwaZulu-Natal.

1.5. Research objectives.

- To analyse the impact of communication barriers on academic achievement
- To identify the most significant causes of obstacles to good communication.
- To identify possible strategies for improving communication at Majuba Technical and Vocational Education and Training College.

1.6. Research questions.

- What is the impact of communication barriers on academic achievement?
- What are the most significant causes of obstacles to good communication?

- What are the possible strategies for improving communication at Majuba Technical and Vocational Education and Training College?

1.7. Significance of the study

It aims to generate awareness of the problems preventing effective communication between management and lecturers at all levels of the College, as well as the challenges faced by lecturers and management in maintaining good communication at Majuba Technical and Vocational Education and Training College. The research will contribute to our growing knowledge of the variables influencing the efficiency of staff-management communication at colleges. The research will help policymakers make decisions that are advantageous to both the college and the lecturers.

1.8. An Overview of the Research Methodology

Research Approach and Design

Qualitative Research Design

- A qualitative approach was chosen to collect detailed information and provide deeper understanding of perceptions and human behaviour
- The design aligns with (Nassaji, 2020) definition of naturalistic investigation using non-numerical data
- Focus on exploring and understanding rather than explaining and controlling variables

Justification for Design Choice

- Enables systematic examination of social phenomena in natural settings
- Allows investigation of:
 - Individual and group behaviour
 - Organizational functioning
 - Personal perspectives
 - Relationship dynamics

Research Setting and Context

Institution Background

- Location: Majuba Technical and Vocational Education and Training College, KwaZulu-Natal
- Scope: Primary provider of technical and vocational education in Amajuba and uMzinyathi districts
- Programs: Offers nationally recognized vocational and occupational programs

Sampling Strategy

Participant Selection

Sample Size: 10 participants total

7 Lecturers

3 Senior Lecturers

Sampling Methods

- Non-probability sampling
- Purposive sampling
- Judgment sampling

Selection Criteria

- Participants chosen based on:
 - Employment at the college
 - Role in official communication channels
 - Access to organizational information

4. Data Collection Methods

Semi-structured Interviews

- Primary data collection tool
- Structure:
 - Five key questions
 - Probing inquiries for detailed responses

Demographic questions

Interview Design

- Balanced approach between consistency and flexibility
- Allowed for personal opinions to emerge
- Focus on specific viewpoints rather than general understanding

5. Data Analysis

Content Analysis Method

- Systematic organization of data into topics and categories
- Iterative editing process
- Analysis of:
 - Recorded interviews
 - Articulated communications
 - Documented observations

Analysis Process

- Immediate investigation post-interview
- Data organization and coding
- Transformation from raw to categorized form

6. Trustworthiness Measures

Quality Assurance

1. Credibility

Semi-structured interviews

Member checking

In-depth exploration of experiences

2. Transferability

Thick descriptions of context

Detailed participant information

3. **Dependability**

Documentation of research process

Audit trail maintenance

4. **Confirmability**

Minimized researcher bias

Clear distinction between participant voices and interpretations

Ethical Considerations

- Informed consent
- Confidentiality
- Protection of participant rights and well-being

This methodological approach will provide a comprehensive framework for investigating communication barriers at Majuba TVET College, ensuring rigorous data collection and analysis while maintaining ethical standards and research trustworthiness.

1.9. Definition of terms

1.9.1. Communication

The act of disseminating knowledge to another individual, group, or location a message, a recipient, and at least one sender are all components of every communication. A message's emotions, cultural background, communication medium, and method of transmission from sender to recipient can all be influenced by a few variables, including geographic location (Shannon, 1949).

1.9.2. SMT

The School Management Team oversees the school's daily operations by creating goals and using the following five crucial management tasks: arranging, planning, assigning, managing, and overseeing the use of financial, human, and material resources. The school management team oversees making sure the curriculum is taught in an efficient way (Creviston, 2018).

1.9.3. Sender

The sender, also known as the communicator, creates the message and forwards it to the recipient. He initiates communication since he is its source (Shannon, 1949).

1.9.4. Receiver

The recipient of the message that was sent by the sender and is the last person in the chain. Once the communication is received, properly interpreted, and acted upon by the recipient, owing to bias or inappropriate gestures, etc (Wood, 2010).

1.9.5. Message

It is the concept that the sender creates and then intends to further transmit, such as an idea, information, view, fact, feeling, etc (Shannon, 1949).

1.9.6. Channel

It refers to the way the encoded message is sent. Oral or written communication may be used to convey the message. The sender chooses the communication channel they want to use, which can be anything from the phone to the internet to mail, fax, and email (Griffin, 2017).

1.9.7. Feedback

The exchange of information is concluded when the recipient notifies the sender that he has received and understood the message (Berger, 2016).

1.10. Chapter breakdown

Chapter One- Introduction

The topic and context of the dissertation are introduced in the study's opening chapter. The introduction was divided into the research problem, the study's goal, and aim, as well as research objectives and questions. This chapter defined several key concepts and provided definitions that will be used in the subsequent chapters. It ended by outlining the formal framework and design of the entire study.

Chapter Two- Literature Review

Chapter Two's main objective is to give a summary of the studies and research that are currently underway. Important concepts about the research of research are arranged according to different themes identified by the conceptual review, which also highlights the significance of factors that impede effective communication in the workplace. The information gathered for this chapter comes from several books, journals, articles, and research papers.

Chapter Three- Research Methodology

The research approach used for the entire study is covered in the following chapter, Chapter Three. The research design selected by the investigators is identified in Chapter 3, together with the research methodologies, population, and setting. This chapter also lists the instruments and methods to be used for collecting and analysing data.

Chapter Four- Data analysis and findings

The fourth chapter of this research is a crucial part of the study since it deconstructs and evaluates the results and conclusions that were discovered during the data collection. A number of the researcher's primary points are discussed and graphically presented in a table to show how the findings relate to the research problems and questions.

Chapter Five- Conclusion

The research is concluded in chapter five, which uses interviews with college-employed lecturers to highlight the key conclusions of the study. A few recommendations are also made in this chapter. Finally, the study offers suggestions for additional research that other scholars should carry out in the future.

1.11. Conclusion

Investigating the effects of communication barriers at Majuba Technical and Vocational Education and Training College has been made possible by the study. In the context of a TVET institution, the value of good communication has been underlined, emphasizing its function in promoting the sharing of information, thoughts, and emotions between management and lecturers. The research's goals, which include determining the major barriers to communication, investigating possible ways to improve, and assessing how these barriers affect academic performance, have been described in the chapter.

The background material explains Majuba College's governance, mission, and vital role in the local economy, placing it within the larger context of South Africa's TVET system. Effective information transmission is hampered by the difficulties presented by communication hurdles, especially when it comes to students' socioeconomic origins and access to technology. Additionally, the problem statement has made clear the necessity for a more thorough comprehension of the particular communication difficulties that the college's management and lecturers encounter. This knowledge is crucial for creating focused solutions that can improve

communication methods and, in turn, increase the efficacy of organizations. The chapter also highlights the importance of the research in adding to the body of information already available on communication in educational settings by outlining the research aims and questions that will direct the study. By tackling these problems, the study hopes to educate and raise knowledge among decision-makers, which will improve communication at Majuba Technical and Vocational Education and Training College.

In conclusion, this chapter has created a thorough framework for the study, laying the groundwork for next chapters that will explore the research methods, literature review, data analysis, and conclusions. It is anticipated that the knowledge gathered from this study will make significant contributions to technical and vocational education, ultimately improving the dynamics of communication inside the organization.

CHAPTER TWO

REVIEW OF LITERATURE

2.1. Introduction

The goal of this chapter is to review the literature on communication. I am doing this research because I want to identify the barriers to communication in educational institutions and then. Research solutions to make communication better. Since communication involves the exchange of information in both directions between the sender and the recipient, it is crucial. Communication occurs between two parties: the sender and the recipient. The sender sends the information (the message) to the recipient through a mode or channel, and the recipient responds by interpreting the message and providing feedback while considering various communication barriers (Mazibuko, 2019). This chapter will provide you with information on several aspects of communication, including what the Technical and Vocational Education and Training College is, why it's important, what its aim is, how communication hurdles affect communication, how to overcome them, what kinds of communication to look for, and a conceptual framework.

2.2. Overview of Communication

Sharing information with someone else is called communication, but it needs to be done in a language that the other person can comprehend. Effective and fruitful human interactions and engagements are greatly facilitated by communication, which is the process of transmitting, receiving, and decoding ideas (Albalaw, 2020). Communication occurs when information (a message) is encoded and transferred from one person (the sender or source) to another (the receiver), who decodes the message and responds (the response message). Communication is a two-way process in this specific situation. No task, activity, or function can be completed without excellent communication; it is a concept that is widely used in daily life and occurs in many types of settings, organisations, and locations.

It is normal for hurdles and impediments to arise during the communication process; these may be preventable or unavoidable. According to this research, having mutual understanding at work can improve the setting that will surely ensure excellent work and a good rapport between employers and workers (Lei, 2019). However, communication issues are still prevalent in the

workplace. The issues are stated in many ways; they are essentially obstacles to clear communication and can lead to misconceptions and confusion (Ahmad, 2020).

Effective communication is vital for an organisation to accomplish its objectives. When employees communicate effectively, they can work together more efficiently and accomplish common objectives. Nevertheless, language barriers can emerge, resulting in miscommunications and disputes that can impede an organisation's efficiency. To minimize the negative effects of communication barriers and enhance the advantages of effective communication, organisations should foster a culture of open and honest communication, (Lockett, 2018). This encompasses facilitating open communication, cultivating trust and transparency, and nurturing a spirit of collaboration and cooperation among employees.

Organisational communication is the human activity that forges connections between individuals and forges relationships within an organisation (Itang-Eko, 2019). Communication is essentially the act of sending a purposeful message to a recipient to affect that recipient's behaviour (Miller, 2016) This insight validates the idea that communication is an intentional act of conveying stimuli to elicit responses from others. Consequently, viewing communication as a one-way process ignores inadvertent or unexpected communication such as spontaneous gestures, tone of voice, and facial expressions.

Communication is the process of sending and receiving messages to accomplish each member's personal and group goals. Because this communication incorporates persons and seems to be dynamic, it does not differentiate between the sender and the recipient and is instead directed away from the source (Itang-Eko, 2019). According to transactional communication theory, people communicate when they perceive the spoken and nonverbal cues of others.

In communication, there are three understandings that can be attained: the transactional understanding, the interactional understanding, and the one-way action understanding.

2.2.1. One-way action communication (Linear) is the process by which a message comes from the source through several components leading to uniqueness (Uma, 2006). This approach consists of several elements: the source, the message, and the receiver.

2.2.2. Interaction as communication - Communication occurs between the sender and the recipient as well as between the recipient and the sender. A person can engage in this interactional process as both the sender and the recipient, but not both, because it might aid the

communicant in understanding the message that has been given or conveyed. This process feedback is crucial (Cangelosi, 2019).

2.2.3. Communication as transition- is a cooperative communication process in which both the sender and the recipient bear responsibility for the communication's outcome, whether it is successful or not. This is because each communication participant provides input to the process (Cech, 2018).

Success in an organisation is largely dependent on effective communication. A better workplace can be established by co-workers understanding one another, which will surely ensure high-quality work and pleasant working relationships between employers and employees. More importantly, though there are still certain problems with workplace communication, different orders for the issues are given, one of which was the language gap (Khan, 2020). Unintentional and frequently offensive outcomes may arise, even though native language speakers are appreciative of the chance to work with non-native speakers (Jonczyk, 2016). This could have a detrimental effect on the working and interpersonal relationships between employees and employers. However, during his study of communication barriers at construction sites in Malaysia, it was found that language barriers were a surefire way to cause additional issues, such as delays and safety concerns (Valitherm, 2014). To counteract it going forward, the building sector should utilise increased productivity.

2.3. What is the Technical and Vocational Education and Training College

Since Colleges offering Further Education and Training (FET) were previously known as TVET (Technical and Vocational Education and Training) Colleges, it is crucial to comprehend what Technical and Vocational Education and Training are. The Technical and Vocational Education and Training Act 98 of 1998 allowed for the merger of previous Technical Colleges, Colleges of Education, and Training Centers, resulting in the establishment of fifty public Technical Vocational Education and Training Colleges in South Africa in 2002 (Terblanche, 2018). The primary objective of Technical and Vocational Education and Training Colleges is to prepare youth for the workforce by imparting skills, information, and attitudes. They support both students who want to complete their education and young people who want to enroll in vocational programs following their completion of studies in grades 9 or 12.

According to the Department of Higher Education and Training (2016), Technical and Vocational Education and Training Colleges, formerly known as Further Education and

Training Colleges, will now offer mainstream programs through National Certificate Vocational (NCV) and Nated (N) R191 programs (N1–N6). While colleges offer skills programs and apprenticeships through a variety of Sector Education and Training Authorities, there is no research on whether students who attend Technical and Vocational Education and Training Colleges find employment after completing their studies. This is because neither education and training authorities nor colleges have systems in place to track learners' advancement into employment (Pathways Discussion Paper 2013).

Technical and Vocational Education and Training is considered a strategy for increasing productivity and reducing poverty in the area (Bhurtel, 2015). By giving students, the transferable, marketable skills that employers require, Technical and Vocational Education and Training (TVET) contributes to economic growth by narrowing the skills disparity in the labor workforce.

Technical and Vocational Education and Training can help locate the talent that companies need to grow and prosper. Businesses that are successful in attracting the necessary talent are more likely to grow and generate new employment possibilities, which could have a knock-on effect on the economy (Nkosi, 2019). Additionally, Technical and Vocational Education and Training programs can be a great means of promoting professional growth and lifelong learning. Many programs provide graduates with options for continued training and professional development so they may stay current with emerging trends and technologies in their area. This kind of education can assist Technical and Vocational Education and Training graduates to grow in their careers and keep up their competitiveness in the employment market.

2.4. Overview of effective communication

A company's policies are one of the many factors that influence effective communication within the organisation. The effective communication model considers all relevant factors and aspects of the understudied problem, guiding both employers and employees on how to collaborate in the workplace and preserve organisational structures, cultures, and communication styles (Kim, 2006). This model considers the importance of having well-crafted policies that address the challenges and opportunities of communication in the workplace.

Employees are actively involved in managing different divisions within the company that are moving in different directions, as well as controlling and coordinating business activities,

because of an effective communication model that motivates and inspires them. (Kumar, 2020). The contributions from subordinates in a well-functioning communication model also impact management's capacity to make wise judgments.

Thus, good communication between Majuba Technical Vocational Education and Training College's management and teachers forms the basis of interactions between employees and higher management in the workplace. The organisation's people are portrayed in the conceptual model of organisational climate. When communicating, whether formally or informally, every organisation should be aware of the organisation climate model because it offers a universal depiction of the company's values (Rozman, 2020).

Efficient communication with the community, outside partners, and fellow employees is made possible by positive workplace cultures, which in turn enhance the company's reputation (Shah, 2018). An undesirable organisational climate can lead to a negative company image and even miscommunication between professors and management, which furthers the negative opinions of the public. For this reason, senior management and educators must be more aware of and responsible for the corporate culture to enhance employee relationships and contacts.

A facilitative management style model can effectively respond to and communicate the mission, policies, different initiatives, and other directives in colleges. A management style that encourages both vertical and horizontal contact among employees (with people of comparable rank) to guarantee that workers are handling their work within established bounds is effective in many organisations. The key problem is that, to keep lines of communication open, motivate employees, and build connections within the company, successful management needs to be able to give clear instructions and uphold and supervise the chain of command inside the organisation (Ali, 2020). This is because academics and senior management are the organisation's stakeholders, and the College function model can only work more successfully when these parties collaborate closely.

Even if individuals are capable of functioning autonomously, it is crucial that higher management effectively communicates strategies and policies that have an impact on lower management. This may or may not be carried out by guidelines and directives. A positive work environment is therefore fostered by the organisation's functions model, strong management relationships, and efficient employee communication (Greenberg, 2017).

2.5. Purpose of communication

Sending a clear and concise message to others is the goal of communication (Wambui, 2016). In order to accomplish this, it takes work on the part of both the sender and the recipient. Moreover, there is a risk that the recipient will misinterpret the signals, which can lead to serious confusion, wasted effort, and missed opportunities if this is not discovered. Communication is only considered successful when both parties involved in it have the same understanding of the issue at hand (Wambui, 2016). Despite the growing significance of communication skills, a lot of people still find it difficult to express their ideas well, both orally and in writing.

It is obvious that their incapacity prevents them from competing successfully in the job and impedes their ability to advance in their careers. (Onyewuenyi, 2019). Moving forward requires getting your point across. To do this, management and instructors alike must comprehend the nature of the communication, the target audience, and the intended interpretation. You also need to consider the situational and cultural context of your messages.

Informal conversations with co-workers, written or spoken speeches at conferences or meetings, or any combination of these are all examples of the two-way process of sharing and receiving information that is known as communication. The communicator attempts to accomplish one or more of the following goals: to be understood, to be accepted, to be heard, and to prompt action. Open lines of communication between employees and management appear to be a useful tool for fostering an environment in which each person has a sense of camaraderie with their company and is eager to see it succeed in competition (Stacho, 2019).

2.6. Importance of communication in the workplace

Since efficient communication is essential to any organisation (Sidhu, 2018), Majuba Technical Vocational Education and Training College's ability to operate effectively depends on it. Everything you do at work is a result of communication; if there is poor communication, the outcomes will be negative; if there is good communication, the outcomes will be positive.

The management of any organisation depends heavily on effective communication that will be considered as a driving force in achieving the organisation's objectives, plans, opinions, and thoughts to be shared amongst all departments (McLean, 2009). In an organisation, communication is crucial because it's necessary for both establishing and maintaining strong

connections as well as for financial success. Having effective communication at work promotes efficiency.

A study highlighted essential components for effective communication, which included attitudes, objectives, and standards (Mukelabai, 2021). The researchers emphasized that two-way information sharing serves as the core function of communication, enabling individuals to ask questions, receive responses, and share ideas freely. Furthermore, they posited that internal communication can serve as a powerful tool for promoting employee behavioural change and ensuring effective management-staff relationships. Their findings suggest that internal communication plays a critical role in shaping employee attitudes and behaviour, ultimately contributing to the success of an organization.

Good communication can motivate staff members to make constructive contributions that will enhance the workplace. Consequently, non-compliance with the implementation of a Technical and Vocational Education and Training College's marketing and communication policy may result from ineffective communication. Positive organisational engagement and charismatic leadership impact and enhance employee performance (Qin, 2021). The effective implementation of the policy would be significantly impacted by the communication strategy employed to convey it. For communication within an organisation to be successful, it is imperative that both upper management and staff members possess a thorough understanding of communication skills, including talking, asking, listening, and understanding. The ability to have empathy is imperative when interacting with another individual, due to emotions involved, effective communication also requires the manager to be able to control tension in the moment. (Ferrario, 2022). This makes it possible for a manager to convey even challenging information without igniting disputes and undermining the confidence that has been established in them.

When a communicator's message is well understood and there are no misunderstandings, effective communication has taken place. Effective communication can also lead to a shift in the attitudes of those who engage in it. Effective communication aims to make messages between the sender and the recipient simple to grasp, give comprehensive delivery and feedback, and teach us how to use nonverbal language as well (Suprpto, 2017).

Effective communication is defined as the ability of the communicator to transmit and intend messages that are closely related to those that the recipient has understood and can record (Sulaiman, 2019). Effective communication occurs when the recipient interprets it in a way

that closely resembles the sender's original goal (Gudykunst, 2018). Strategies for effective communication are required to achieve company goals. A communication strategy acts as a road map for communication management and planning to achieve a goal. To reduce the likelihood of misunderstandings, this tactic is required.

We can therefore conclude that effective communication happens when the communicant understands the information being conveyed. If the communicant does not understand the message being delivered or if the communicant does not respond to the communicator, the communication can be considered ineffective. It is not easy to communicate, but communication strategies facilitate the process.

2.7.The impact of communication barriers on higher educational institutions

Communication barriers can have a significant impact on higher education institutions in several ways:

2.7.1 Reduced learning effectiveness:

Information that is essential for learning may not flow as freely when there is a breakdown in communication between students, teachers, and staff. Inadequate feedback, ambiguous instructions, and misconceptions can all impede the learning process. When it comes to classroom communication, the teacher (source) selects and arranges the lesson plan (message) that the students (recipients) are expected to learn, selects the best teaching method and medium, and determines how the students will be updated on their progress (feedback channel) (Ozdemir, 2019).

The procedure occurs within a specific environment or situation. These several components/dimensions of the process interact dynamically with one another. A teacher may find that the best option for one set of kids may not be the best option for another set of pupils (Pal, 2016). Communication hurdles that prevent certain people from accessing resources and information equally can make educational disparities worse. It's possible that students who have trouble communicating would not have the same opportunity for success as their classmates.

In academics, teamwork that works is crucial. The inability of students to collaborate on projects and research can impede their overall academic progress due to communication barriers. (Chin, 2019). Additionally, ineffective communication among administrative staff

members can lead to logistical issues that impact both students and faculty, such as delayed paperwork processing and scheduling conflicts.

Stated differently, culture is a socially produced reality where meanings are constructed via the interaction of language and social activities (Gal, 2019). People identify themselves and others using language, which enables them to communicate their cultural and social identity. Language, from a social constructionist viewpoint, is considered a type of social action that is intertwined with culture. It enables individuals to express their understanding of the world, as well as the assumptions, beliefs, and perspectives they have in common with others.

Language and cultural hurdles can be especially difficult for students from other countries. For them to succeed academically and to feel well overall, effective communication is crucial. Research findings must be effectively communicated to promote innovation (Kriz, 2019). Academic innovation and research advancement might be impeded by communication hurdles. Due to communication problems, students may be more prone to drop out if they feel alone or alienated.

Improved communication can help increase the percentage of students who stay in school. Encouraging pupils from different backgrounds can be hampered by communication gaps. To make sure that all students feel respected and welcomed, inclusive communication techniques are essential. Students' academic performance may be negatively impacted by faculty-student misconceptions caused by language barriers, confusing instructions, or inadequate communication channels. (Anbar, 2019).

Overall, communication hurdles can impair higher education institutions' ability to collaborate, provide high-quality instruction, and run efficiently. To provide a healthy and productive academic atmosphere, it is imperative to address these hurdles through effective communication tactics.

2.8. What are the most significant causes of obstacles to good communication in Higher Education?

Obstacles to good communication in higher education can arise from various sources. Some significant causes include:

Lack of clarity: Misunderstandings and confusion can arise from imprecise communication from teachers, administrators, or students. Effective communication is essential for ensuring

that ideas are accurately sent and received. It serves as a tool for effectively expressing thoughts and ideas (Shah 2015). Effective communication is essential for fostering success in both personal and professional relationships. Clarity from the communicator is required in order to positively impact every engagement. Daily, it lessens misunderstandings, mistakes, disappointments, and confrontations.

Language limitations: Can impede efficient communication between students and faculty in varied educational environments. The significance of language in communication is crucial because it is via language that one writes and communicates. Nevertheless, the words that make up a language are meaningless on their own. Words acquire meaning through the application of their users. According to the speaker's background and perspective, a word takes on significance. In the workplace, improper word choice can distort meaning and cause misunderstandings (Cheng, 2019).

For communication to be effective, language serves five purposes. They are:

Informative and cognitive: Functions include archiving information or disinformation through language, seeking information through interrogation, directing or compelling others to behave in a certain way, expressing one's feelings or emotions through language, and evoking a specific emotional response in one or more minds through language (Blommaert, 2020).

Technical difficulties: Relying too much on digital communication technologies can result in malfunctions that make information transmission challenging (Keshav, 2023). Both beneficial and bad effects of technology are felt strongly in our communication. These are a few ways that communication is impacted by technology:

More connectedness: Regardless of location, technology has made it simpler for people to connect. Hence, regardless of their location, people can stay in touch with their friends, family, and co-workers.

Modifications to communication techniques: The advent of technology has given rise to new channels of communication like video conferences, email, and instant chat. Even though these technologies have made communication easier and faster, they have also led to a decline in in-person interactions.

Distracted communication: Due to the widespread use of cell phones and social media, people are growing increasingly disengaged from social interactions. Misunderstandings and a lack of participation could arise from this.

Misinterpretation: Written communications, like emails and texts, are prone to being read incorrectly. This is a result of unclear tone and nonverbal cues, which can generate miscommunication and confrontations. Overall, technology plays a big role in communication and will keep playing a role in how we interact with each other in the future. (Keshav, 2023).

Diverse communication styles: Misunderstandings might arise due to the differing communication preferences and styles of various generations or cultural backgrounds. The four communication styles, passive, passive-aggressive, assertive, and aggressive, are utilised to forecast an employee's output. Every organisation communicates uniquely. An employer can improve a favourable work environment and promote staff morale and job performance by implementing improved communication strategies. Higher job satisfaction, improved employee engagement, fewer staff turnover, and stronger long-term commitment are all correlated with effective communication methods. (Bailey, 2021). Achieving the organisational goal requires effective workplace communication. For an organisation to succeed, clear communication is crucial.

Absence of feedback channels: It can be difficult to communicate if students have few options for voicing their issues or offering feedback. Communication is reflected in feedback. The feedback is identical to what was sent. Feedback is the communication that is returned to the sender by the recipient, as understood. Communication is one-way without feedback. This is also known as a closed communication system since it just consists of the sender, the recipient, and the message, and it cannot alter the surrounding environment. This kind of system relies on one-way communication; when feedback is incorporated into the conversation, it's referred to as two-way communication or an open communication system (Tan 2020).

2.9. Which strategies can be considered to improve communication in higher education?

Enhancing communication in higher education can improve the educational process. Here are some tactics to think about:

Clearly defined avenues of communication: provide email, discussion boards, and messaging applications, and make sure students understand how to use them (Mayo, 2021). All methods for creating and accepting a message, such as signs, language, codes, technological gadgets, etc., are considered communication channels. A channel is a communication tool that an organisation may choose to utilise or not use.

In some circumstances, a specific channel may be the best choice, while in others it may be completely ignored. It is possible to employ channels singly or in combination. Messages are rarely transmitted by a single channel of communication in today's corporate and governmental organisations. Research indicates that the occurrence of two or more channel combinations is not uncommon and that these combinations can take place either simultaneously or sequentially (Saninaa, 2017).

Encourage active engagement in conversations, group projects, and interactive online learning environments to foster interactive learning. Compared to traditional learning, interactive learning offers a plethora of advantages in the educational process. Improved educational results should be the primary goal of this. Some key elements of any successful teaching are included in the first set of requirements for creating interactive learning: An efficient learning environment is produced by the combination of the three primary pedagogical strategies of instruction, learning, and self-education (Urbanczyk, 2022).

In addition to these important features of each successful teaching process, interactive learning is distinguished by a few other unique traits. These qualities are primarily demonstrated by the way that the three pedagogical learning strategies, instructing, learning, and self-education, function as a functional whole or complement each other (Marty, 2019).

The methods by which a sender sends various types of information to a recipient are known as communication skills. Anyone can oversee a communication process or engage in communication themselves. On the other hand, communication quality differs according to how successfully a communicator delivers a message. A message needs to be sent, received, and comprehended by the intended audience in addition to being on target, timely, and situationally appropriate. Provide students with tools or workshops to help them become better communicators, as this is an essential life skill (Udin, 2019).

2.10. Barriers to communication

Anything that obstructs or complicates communication is considered a barrier to communication. Types of barriers that may exist between us and communication. Since many aspects affect communication, some of the most crucial ones to consider in this dissertation are those that pertain specifically to higher education and are covered below. Communication barriers might be specific, environmental, noisy, cultural, or biased inside the organisation (Bakar, 2020). Communication barriers are present in all organisations.

With technology improving and expanding globally in terms of both capabilities and reach, communication obstacles are either growing or emerging in the educational system.

The presence of communication barriers can be viewed as a detrimental condition that both impedes and sometimes eliminates conversation (Blazek,2022). Communication barriers can arise from a variety of sources, such as attitudes stemming from status, authority, or a lack of identification with leadership; behavioural barriers stemming from prejudice or stereotypes, etc. Language barriers caused by a lack of proficiency in another language or even the communicator's mother tongue, social or regional barriers, and cultural barriers resulting from educational differences., Ethnocentrism results from the belief that one ethnic group is superior to others, and a variety of environmental barriers, whether technological or physical.

Effective communication is hampered by a variety of factors, some of which are listed below:

2.10.1. Physical and Environmental Barriers

There are obstacles to communication that can be identified for a Technical and Vocational Education and Training college, such as Majuba Technical Vocational Education and Training, which is situated in Newcastle, Kwa-Zulu Natal. Majuba offers a variety of business and engineering courses, and is advantageous to both physical and environmental barriers, such as time and distance. This obstacle relates to creating faster and more efficient channels of communication; for example, if a communication process requires a lengthy time, like writing letters, then it serves as a barrier, whether communication is done formally or informally, if it takes a long time, it becomes a barrier (Hall, 2021). To ensure efficient working, people should learn faster ways to communicate, like using email instead of the mailman.

When faced with physical barriers, it's imperative to adjust your communication tactics. For instance, when communicating primarily through email or chat, you must adhere to the same etiquette as when you speak with someone in person (Birt 2023). For example, you should always greet the other person when exchanging messages to avoid coming across as rude. Sustaining a safe and productive work environment requires open and honest communication.

Worldwide, time zones differ from one another. We must accommodate the time difference of that nation because of the variations in timings throughout the nations. Removing unnecessary distance from the communication system is crucial when it comes to space, especially when circumstances call for it (Kapur, 2018). This is the case with telephone communication, for

instance. When two people are in different places, one in South Africa and the other in India, and need to discuss a crucial issue, a phone call may not be the most productive. This could be because of differences in Wi-Fi coverage or unequal access to digital tools, which can lead to differences in online communication and resource availability. Instead, they can exchange details via email. And finally, there will be a position, the space, and surroundings so that there is clarity and no distractions throughout the conversation. Noise pollution can impede effective communication. In locations and settings with lower population densities, enough ventilation is necessary to facilitate conversations.

2.10.2. Sources of language barriers

Barriers separating lecturers and college administration might make it difficult to collaborate and communicate effectively. To tackle this problem, Colleges can employ techniques like language instruction for both sides, hiring translation services, or setting up explicit communication guidelines to guarantee that all parties are aware of important choices and regulations. Another crucial element in closing this divide is fostering an environment of open communication and inclusivity. Communication barriers may result from a lack of a common language or from speaking different languages (Kapur, 2018). When someone is unable to communicate effectively in their native tongue or even a foreign language, things get really complicated. Communication issues can also arise between words that have similar pronunciations but distinct meanings. Professions like engineers, doctors, or any other profession use technical terms. Jargon terms are frequently used inadvertently, yet simple people or those who are unaware of their meanings encounter difficulties.

2.10.3. Psychological barriers

Psychological barriers can impede communication and collaboration between the college administration and lecturers. These barriers could include dynamic power; sometimes, instructors feel that management has more influence than they do, which can impede open communication and breed mistrust, particularly when instructors believe that management does not appreciate their opinions or concerns. Inadequate routes of feedback might cause lecturers to feel unheard and devalued, which makes it difficult to overcome obstacles like different communication styles or priorities that cause miscommunication and goal misalignment. (Lewis, 2018). Incorporating instructors into decision-making processes, valuing open

communication, and cultivating a climate of trust and cooperation are all things that management should prioritise.

The obstacles that people put in their way to keep themselves from speaking are known as psychological or mental barriers. A psychological condition has an impact on it as well (Brainerd, 2020). When mental disturbances affect communication, communicators get worried. Since each person has a distinct and different mind, psychological barriers are also known as mind-associated difficulties. According to their mental state, people engage in communication. Communication obstacles arise from their feelings and anxiety.

2.10.4. Socio-Cultural Barriers

Lack of diversity in colleges can make some groups feel excluded and unwelcome, whether it be in terms of race, ethnicity, gender, or socioeconomic class. It can be difficult for students from diverse backgrounds to feel included when there is cultural insensitivity because of a lack of understanding of sensitivity towards different cultures, customs, and traditions. In an educational setting, communication is how students and teachers may mutually comprehend one another (Ntuli, 2020). However, there are several obstacles that keep the communication process in the educational field from being as effective as it may be. Due to inequalities in socioeconomic class and standing in society, people are separated on a social and cultural level, which hinders communication.

Communication misunderstandings might arise due to cultural variations in time zones. Globalisation and commercial liberalisation have made it possible for people to traverse the world and work for international corporations or companies (Mraovic, 2021). This resulted in mingling or intermingling of people, but because of disparities in language, religion, fashion, and eating habits, individuals frequently become confused and are unable to comprehend one another, which leads to communication failure.

2.11. Types of communication

For information to move between teachers, staff, administrators, and students in higher education institutions, effective internal communication is crucial. The art and science of managing dependency and creating relationships that benefit both the organisation and its personnel is known as internal communication (Lee, 2020). It is a channel of communication

that exists inside the company and that gives workers access to a variety of channels of communication, both formal and informal.

Proficient internal communication is a crucial approach towards addressing organisational problems. Enhanced customer service delivery, safety, productivity, job satisfaction, and reduced complaints and turnover are all benefits of good communication. (Jackson, 2017). Encouraging internal communication facilitates teamwork, decision-making, and maintaining a positive and productive campus environment. Internal communication can occur in a variety of ways in higher education, such as:

2.11.1 Formal Communication

Formal communication comprises personnel exchanging authorised information with one another via a selected channel and flow map, which is frequently the same as the organisational map (Men, 2015). It consists of a certain structural organisation that shows the intricate internal communication flows (Stacks, 2010). Written communications like announcements are primarily considered formal communication. Emails, newsletters, or official websites are frequently used by officials to notify the public about events, policy changes, or significant developments. Memoranda (Memos): Documents carrying critical information, directives, or choices that are disseminated throughout the organisation. Formal documents that specify institutional rules and procedures are known as policy documents, and their purpose is to make sure that everyone is aware of and abides by them.

2.11.2 Informal Communication

Informal communication process is the "grapevine." (Fielding 2013). He looked at the grapevine activity a little earlier and came to the conclusion that it is an essential component of the company. In addition, he has studied the variables that influence it, providing insight into the reality of an unofficial network of communication inside an organisation. The following are a few instances of informal communication that many organisations use:

Meetings: In-person or online, academics, staff, and administrators can discuss issues, exchange ideas, and reach decisions on this platform. Committees, ad hoc groups, and regular department meetings can all be examples of this. Watercooler conversations: Informal discussions that start up naturally between co-workers; they can be about anything from personal to professional matters (Waller, 2019). Social media: Some educational institutions

interact with students and the community on social media platforms, exchange news, and have informal conversations.

2.11.3 Academic Communication

Academic language is a crucial part of the extensive toolkit of academic communication that is required to meet intellectual, social, and personal objectives. When students are working on projects that directly affect them, they will acquire the mediational skills needed to meet their communication objectives (Cummins 2016)

One of the main benefits of viewing academic language as a collection of semiotic tools (such as graphs, diagrams, images, etc.) for effective academic communication is that it can be used to integrate the concept of multiliteracies, which emphasizes the variety of modalities that students and people in general use to construct meaning. The statement also makes a clear connection to the fact that non-linguistic communication methods are widely employed in educational settings as support mechanisms to help English language learners understand meaning (Cope, 2020).

Cummins (2016) emphasizes the significance of relating academic language instruction to students' real-world experiences and empowering them to utilise academic language to engage in social action for causes they are passionate about.

Sharing your knowledge with an audience that can benefit from it is the process of academic communication. When talking about academic communication, we're talking about highly structured communication techniques that are typically limited to educational settings (Finn, 2020). This includes classroom communication in which professors interact with students through lectures, discussions, and assignments, as well as language and structural tools used to express ideas. During office hours, instructors give students the chance to consult with them about academic matters and raise concerns. Email: A popular method of contact for academic questions and administrative issues between instructors and students.

2.11.4 Administrative Communication

Communication within an organisation or between an organisation and its external stakeholders is referred to as administrative communication. Management efficiency has the potential to improve output, teamwork, and the standing of the company. Information on faculty meetings, curriculum modifications, and administrative issues is communicated to

members by departments. (Sastry, 2020). Updates from the Institution: To keep the campus community updated, administrators may provide updates on enrolment, finances, or strategic initiatives.

Writing memos, notes, reports, letters, and giving presentations are all examples of administrative communications (Cardenas, 2018). You also need to listen to co-workers, supervisors, and employees at all levels in order to be productive and effective in your role. Working relationships, sales effectiveness, and leadership perceptions are just a few of the corporate domains where the calibre of communication matters.

2.11.5 Crisis Communication

Only 47% of employees believe they have the tools or procedures necessary to handle a crisis and emerge victorious (Martic, 2023). Organisations aiming to achieve excellence in their crisis management tactics must confront crises with a more calculated mindset. The following guidelines can assist in improving how businesses handle workplace crises:

What is Crisis Communication?

Keeping lines of communication open within an organisation during a crisis is the main goal of any workplace crisis communication plan. To provide employees with the knowledge they need to behave appropriately in emergencies and crises, messages are utilised in crisis communication (Dennis, 2021). Product recalls, data breaches, workplace accidents, bankruptcies, and other workplace circumstances, including sexual harassment, are a few instances when crisis communication is frequently used.

The following are the five foundations of effective crisis communication: When addressing their audience, crisis communicators should adhere to a few guidelines. The difficulties that organisations encounter in handling crises and informing staff members of their plan are removed by these pillars. They must ensure that their communications are uncomplicated and accessible to all. Making your message believable is crucial when communicating during a crisis. Do you and your crisis communication team have credibility? Simplicity is key, and clarity is paramount. Do you have the audience's trust? It's crucial to make sure your delivery is in line with your content at this point (Coombs, 2020).

Make sure that your messages are always backed up with facts. Emphasize your organisation's competency and demonstrate it during times of crisis and transition. Will you be able to follow

through and complete the tasks at hand without the help of others? If so, let them know you're prepared to deal with unusual circumstances. Lastly, make crisis messaging visually appealing and worthy of sharing. (Galloway, 2021). Word-of-mouth marketing can aid in the dissemination of your message and increase its audience size. Where appropriate, urge your staff to spread the word both within and outside.

Crisis communication systems are the policies, practices, and instruments that assist educational institutions in effectively communicating with one another if there is a serious threat to their operations or reputation. **Emergency Alerts:** In the event of a natural disaster, a security breach, or a medical emergency, academic institutions will notify the campus community through a variety of communication methods (Brignall, 2020). **Crisis Response Teams:** These groups make sure that timely and correct information is distributed during important occurrences by coordinating communication activities.

When an organisation faces a serious threat to its operations or reputation, crisis communication refers to the tools, procedures, and systems that allow it to communicate successfully. A wide range of potential crises, such as severe weather, criminal activity, cyberattacks, product recalls, corporate misconduct, reputational issues, and public relations disasters, requires organisations to be ready. Crisis planning guarantees that pertinent staff can interact with one another in an emergency and exchange information that enables the organisation to promptly address the problem, save clients, staff, and property, and maintain company operations (Kaur, 2020).

2.11.6 Feedback and Evaluation

The goal of feedback in the evaluation process is to raise performance. Feedback that is either neutral or positive is crucial because it prevents the recipient from devoting time or effort to improving their performance (Zaky 2023). Until now, the presenter of the feedback, either written or spoken, should take constructivism and positivism into account while providing comments to instructors. Setting clear expectations for instructional strategies and classroom interactions is one of the fundamental requirements for effective feedback. The more institutional leaders use these criteria to give regular, progressive feedback to all educators at all performance levels, since they centre on teaching growth, the more normal it will be for teachers to receive feedback and apply it to enhance their research, teaching, and communication practices.

Institutional support systems and new evaluations are offered to educators and professors with a wealth of useful data. Feedback recipients should have quick access to the data in a classroom or online assessment. This gives instructors access to pertinent feedback while they are still remembering the material from the training. It provides trends to college-based professional learning programs for instructional leadership (Branch, 2021). Institutional leadership should provide its teaching teams with more detailed feedback and support so that they can improve the quality of instruction and the learning outcomes of their students.

Professors and institutional leaders find evaluation more relevant when it is centred around progress and feedback. Students' opinions of their professors are influenced by a number of things. Among these are the methods of instruction, like project- and problem-based learning. Giving students the tools they need to give constructive criticism enables instructors to identify areas for improvement in their use of communication techniques and instruction (Zaky 2023).

Surveys and feedback forms: To gauge satisfaction, pinpoint areas for development, and make data-driven decisions, educational institutions may ask for input from staff, instructors, and students. Performance assessments: Regular performance reviews are conducted for faculty and staff, involving supervisors and staff members in communication (Smith, 2020).

2.11.7 Online Communication

Online communication has grown in importance in higher education because of technological advancements. This covers learning management systems (LMS), email, discussion boards, and video conferencing. With the flexibility of online communication, students and teachers can connect outside of the traditional classroom (Singh, 2021). Sharing resources, participating in online discussions, and accessing course-related information are all made simpler.

The rise of remote learning and the introduction of online courses are mostly to blame for the recent significant expansion of online communication in higher education (Liu, 2021). This has happened because pupils would rather communicate online than in person. The internet has made communication easier for everyone, and as a result, students now utilise it more frequently than ever. This is especially true with social networks, where communication is more flexible than with more conventional ways. Social media communication is an effective and affordable way to stay in constant contact with academic stakeholders. The primary means of doing this is through texting and internet communication via cell phones.

Both academic staff and students in higher education use social networks as a platform for communication as well as for information dissemination. Students now primarily use their smartphones for social media and email communication, making them the most popular tools in the classroom. The latter is how young people enrolled in higher education like to communicate. Social media use has a significant impact on customer behaviour, brand loyalty, public relations for businesses, and purchasing decisions (Malik, 2020). As a result, in an academic setting, these allow students to actively participate in the teaching-learning process.

2.11.8 Research Communication

Sharing scholarly information and discoveries both inside and outside of an institution is known as research communication. Through scholarly publications, conferences, seminars, and workshops, faculty members share their findings. In addition to promoting intellectual progress, this kind of communication improves the institution's standing (Geller, 2021).

Research communications and outreach have become buzzwords in the higher education sector, where academics and universities need to engage with businesses, produce impact, and share their findings with larger audiences (Buxton 2020). Communicating well with a variety of audience groups is a talent in research communications. For your material to be engaging to these audiences, you must be able to analyse complicated discoveries and condense them into understandable information without going overboard or making them seem trivial. There are several aspects to consider when achieving outcomes that advance aims and objectives, but the most crucial one is ensuring your content is audience relevant. The people who read, watch, and/or participate in your audience will want to know how the research will benefit them or how it might affect their lives.

Another crucial factor is timing. Information that is pertinent to these audiences is best presented when they are prepared and willing to listen; however, there can be an urge to speak when discoveries are ready to be shared and when it is convenient to do so. Depending on the sort of research, different audiences are reached by different research communicators; however, it can be important to customise the message, content, channel, and time to reach them (Gillmore, 2020).

2.11.9 Instructor-Student Communication

The foundation of higher education is communication between instructors and students. Information is shared between educators and students in this kind of communication. It consists of talks in class, office hours, assignments and test comments, and lectures. Students' academic

progress depends on their ability to communicate effectively with their instructors, which allows them to grasp course material, ask questions, and get help (Martin, 2020).

Instructors may show students that they are valued, that their worries, anxieties, and stresses are acknowledged, and that they are willing to engage with them as people to overcome both expected and unanticipated problems in several ways. Email exchanges and potentially discussion board posts can be used to transmit more subdued but often direct messages from the instructor to the student. They provide the "beyond the lines" or "context" message that is woven into instructor communications about topics like course management, student performance, internet access issues, requests for "special treatment" from students owing to inescapable work obligations, and so forth (Tipping, 2019).

When teachers demonstrate flexibility and responsiveness in their online communications, either directly or indirectly, students will get supportive context messages (Freedman, 2003).

In higher education, communication in many forms is crucial to fostering a positive learning environment and guaranteeing the smooth operation of academic institutions. The success and expansion of higher education are attributed to several factors, including peer-to-peer connections, administrative assistance, online resources, research dissemination, community participation, crisis management, and professional development. The significance of excellent communication in higher education will not change even as communication means change as technology advances. Communication is how ideas are exchanged, knowledge is expanded, and the future is shaped.

2.12. Search Description

Communication takes place because of the supporting components. The following are the components of communication (Cangara, 2017): Effective communication inside an organisation requires a few specific components to be successful. He described the attitudes, objectives, and standards of good communication. He proposed that two-way information sharing serves as the primary function of communication. This calls for autonomy and the chance to pose queries, receive responses, and share thoughts.

Only when management and staff cooperate and work together can there be effective communication. The study's findings demonstrated that staff members significantly influenced the effectiveness of internal communication and that internal communication greatly helped to

shape and mould employees (Lee, 2018). Good communication can inspire workers to make great contributions that will enhance their workplace.

2.13. Conceptual Framework

Effective communication within the organisation is influenced by various factors, including communication policy. A well-crafted policy guides employers and employees on how to maintain the organisational culture, communication channels, and chain of command during regular business operations (Jackson, 2017). Since the effective communication model considers all relevant issues and aspects of the topic under investigation, it will be utilised for this study. An engaging communication model can help employees feel connected to the company, encouraging them to actively participate in managing and coordinating business activities and overseeing distinct business divisions that are pursuing different goals.

Effective communication is the primary means of fostering relationships between employees and upper management in a working organisation. Successful decision-making is influenced by effective feedback from subordinates. People's perceptions of the organisation are reflected in the conceptual model of organisational climate. When communicating through formal or informal channels, any organisation must utilise an organisational climate model because it offers a comprehensive representation of the organisation. The term "organisational climate" describes how workers view each other and the interpretations they make of the policies, guidelines, and practices they encounter at work, as well as the behaviours they observe being supported, encouraged, and anticipated regarding the organisation's personnel (Rozman, 2021).

A positive work environment enhances a company's reputation and improves the college's reputation by facilitating good communication between members of the group, societies, and other stakeholders. However, a bad work environment causes people to have negative perceptions of the organisation, which in turn causes a bad work image (Taylor, 2019). It can even cause miscommunication between senior management and employees.

Enhancing communication and preserving good staff relations requires increased awareness of and exposure to the organisational culture from both upper management and staff members. Relationships between workplace culture and commitment, job satisfaction, employee

behaviours, motivation, engagement, and results are positive (Rozman, 2021). It also increases organisational performance, managerial and staff effectiveness, productivity, job satisfaction and performance, and leadership behaviour.

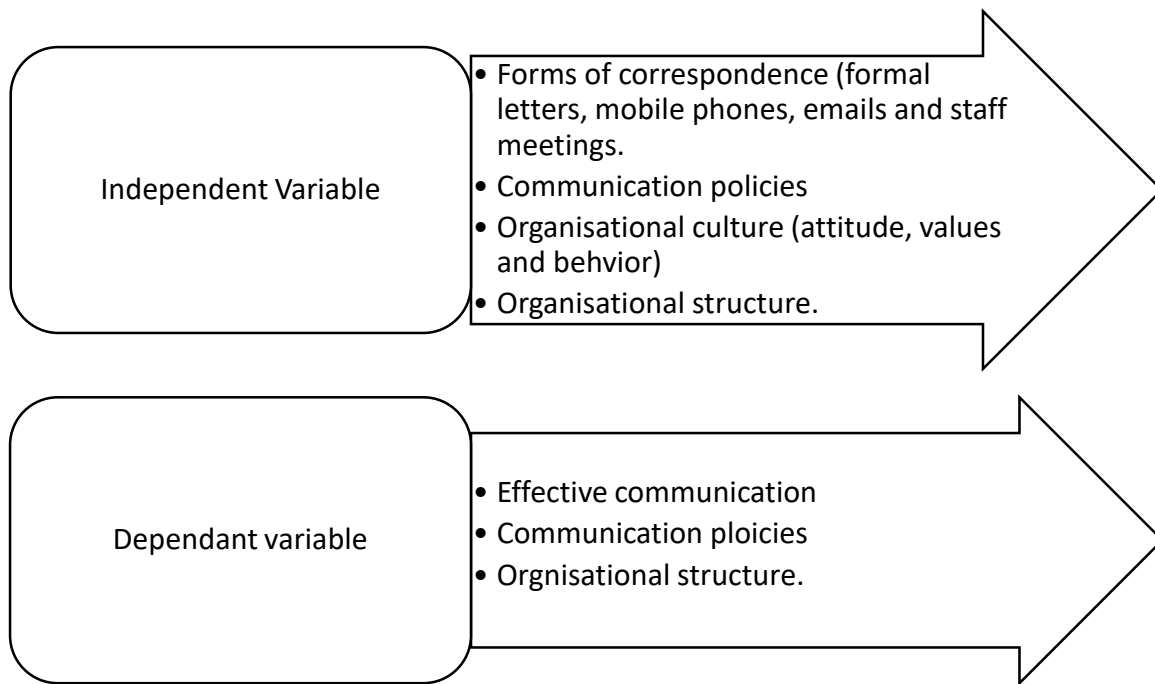
For an organisation to implement a facilitative management style that can effectively respond to and convey the objectives, guidelines, different strategies, and other directives, a management style model is also essential. Companies should also adopt a management approach that allows employees to engage in both vertical and horizontal interactions, allowing them to supervise their work within predefined boundaries (Tompkins, 2021).

A management style that can inspire workers and foster positive relationships inside the organisation is necessary. It should also be able to give clear orders, uphold the organisation's chain of command, and facilitate clear communication. For a company to be healthy, that is, productive and efficient over the long and short terms, directors must practice one of four management styles (Yaari, 2020).

The following are the four roles and styles: Productive (P): the intentional filmmaker who prioritises performance and results. Integrator (I): the director, who creates connections between individuals, combines the needs of the people with the requirements of the current work, and unifies the many components of the organisation. Administrator (A): the proceduralist director who creates organised control and assessment processes. An independent, inventive, and creative director is an Entrepreneur (E) (Koontx, 2018).

The effectiveness of the organisation function model depends on top management's ability to communicate with employees who are its stakeholders, even though each person can carry out tasks independently, even if they conflict with policies and instructions. Top management must effectively inform employees about plans and policies that have an impact on them. (Armstrong, 2006).

Review of Research (organised by variable or themes)



Title: Review of Research (organised by variable or themes)

Source: Owner's contribution.

One factor that affects how well an organisation communicates its communication policy. An efficient policy directs managers and staff on how to preserve the chain of command, organisational culture, and communication channels throughout regular business operations. (Harte, 2020).

The study will employ the effective communication model since it considers all subjects and related components of the subject under investigation. An energetic, motivating, and a sense of belonging that comes from an effective communication model allows employees to fully participate in managing and coordinating business activity as well as steering several business divisions that are heading in different directions.

Furthermore, good input from subordinates influences top management's ability to make successful decisions through an effective communication strategy. As a result, the foundation of good relations between upper management and employees in a working organisation is effective communication. Members of society have a shared meaning that distinguishes one organisation from another, so it is crucial that people's perceptions of the organisation make up the conceptual model of the organisational climate. As a worldwide expression of the

organisation, an organisational climate model is a necessary tool for any communication context, formal or informal. (Rozman, 2020).

Hence, a positive workplace culture fosters effective communication with co-workers, the community, and other stakeholders, which enhances the company's reputation and image (Glisson, 2006). However, a bad work environment results in people's negative perceptions, which in turn creates a bad work image and even miscommunications between management and staff.

To preserve employee relations and enhance communication, top management needs to be more cognisant of and exposed to the organisational culture. For an organisation to properly respond to and communicate its mission, policies, diverse strategies, and other instructions, its management style must also be facilitative (Satterlee, 2019).

The organisation should also implement a management style that allows employees some degree of autonomy so they can manage their work within predefined boundaries and communicate both vertically and horizontally (with the same rank). The most important thing, though, is that the necessary management style must be able to inspire staff members, follow and maintain a clear communication style, give clear instructions, and foster relationships within the organisation. Human resource management styles are defined as the various approaches managers take to persuade staff members to voluntarily work toward the accomplishment of company objectives (Cahyadi, 2022). The idea can also be expanded to indicate a readiness and confidence, in addition to a zealous desire to work.

A successful work environment is promoted by the organisational functions model in conjunction with top management interactions and employee communication. Another essential model is the organisational culture model, which serves as a social glue and elicits strong emotions. To facilitate communication and mutual understanding, this paradigm provides a common meaning system. Cultural elements are commonly recognised as a set of essential principles and ideologies that imbue organisations with significance. Organisational culture serves as the cornerstone and guiding values for management, guiding operating procedures and processes, and setting the standard of performance. This implies that an organisation's performance can be affected by a shift in culture. By altering the culture that forms the foundation for behaviour, thought, and mindset, ineffective and inefficient

organisations or businesses can become effective and efficient organisations or enterprises. (Muriithi, 2021).

2.14. Conclusion

The literature on communication barriers in educational institutions has been thoroughly reviewed in this chapter, with a special emphasis on Technical and Vocational Education and Training (TVET) institutes. The importance of communication in creating a successful learning environment has been highlighted by the investigation of different facets of communication, such as its definitions, forms, and the value of effective communication in the workplace.

There is still a significant information gap about the particular communication difficulties faced by Majuba Technical and Vocational Education and Training College's instructors and management, despite the in-depth examination of communication processes and the identification of impediments. There is a dearth of focused study that explores the particular environment of this institution, despite the fact that the literature currently in publication emphasizes general hurdles such as sociocultural disparities, psychological issues, and language barriers. Given the broad student body at the college and the potential differences in communication methods resulting from ethnic backgrounds, this disparity is especially significant.

Additionally, although communication-improvement techniques have been proposed, there is not enough empirical data to support their efficacy in Majuba College's particular setting. According to the literature, encouraging an open communication culture and putting in place structured feedback systems can improve communication efficacy. Nevertheless, little is known about how these tactics can be used in the particular setting of a TVET institution.

Conclusively, this chapter has provided a strong basis for comprehending the significance of proficient communication in educational environments and has pinpointed significant obstacles that impede this procedure. To address the unique communication issues at Majuba Technical and Vocational Education and Training College and assess the efficacy of suggested communication tactics in this setting, more study is necessary. Future research can help create customized solutions that improve communication patterns and, eventually, the college's organizational success by filling this information gap.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter describes how the research methodology was conducted. Examining the effects of communication barriers at Majuba Technical and Vocational Education and Training College Centre for People's Development Campus, KwaZulu-Natal is the goal of this research. It also aims to identify the causes of obstacles to good communication and its impact on the academic achievements at Majuba Technical and Vocational Education and Training College. The study design description, the questionnaire, population and sample, data collection and analysis, and the conclusion were all included.

3.2. Research Philosophy

The research philosophy of this study, which looks at the effects of communication obstacles at Majuba Technical and Vocational Education and Training College, is mostly based on interpretivism. Because it places a strong emphasis on comprehending the individualized experiences and meanings that people ascribe to their interactions and surroundings, this philosophical approach is especially well-suited for qualitative research.

3.2.1. Ontological Perspective

Interpretivism holds that reality is socially created from an ontological perspective. This indicates that contacts, cultural backgrounds, and institutional contexts all influence the management's and lecturers' experiences at Majuba College. The study acknowledges that communication barriers are impacted by the opinions and interpretations of the people involved and are not only objective facts. This viewpoint makes it possible to examine in depth how various stakeholders view and interact with college communication.

3.2.2. Epistemological Approach

The interpretivist approach to epistemology holds that knowledge is acquired by comprehending the meanings people ascribe to their experiences. Semi-structured interviews were used in this study to collect rich, qualitative data that captures the participants' individual

perspectives and life experiences. By letting participants express their ideas and emotions in their own words, this approach promotes a greater comprehension of the intricacies surrounding communication difficulties.

3.2.3. Methodological Implications

The research approach is directly impacted by the interpretivist ideology. The study's qualitative methodology puts depth above breadth, concentrating on the in-depth narratives of a limited number of participants rather than trying to extrapolate results to a broader population. This is in line with the study's objectives, which include examining the unique communication difficulties Majuba College's instructors and administration encounter and identifying viable solutions.

3.2.4. Practical Considerations

Additionally, the interpretivist approach highlights how context shapes communication behaviours. The study recognizes that a variety of factors, including individual backgrounds, power dynamics, and organizational culture, greatly influence how communication barriers appear and are interpreted. This knowledge guides the examination and interpretation of the gathered data, guaranteeing that the conclusions are placed in the particular context of Majuba Technical and Vocational Education and Training College.

The investigation of communication barriers at Majuba Technical and Vocational Education and Training College is guided by the interpretivist research philosophy, which offers a strong basis for this study. The study intends to reveal the intricacies of communication inside the organization and aid in the creation of successful improvement plans by concentrating on the subjective experiences of participants.

A cross-sectional study was carried out at Majuba Technical and Vocational Education and Training College. This result is supported by the nature of the research design, which included using interviews to gather information from a particular participant group (lecturers) at one particular moment in time.

3.3. Research design.

The qualitative research design was selected for this investigation. Because it makes it possible for the researchers to collect detailed information and provide a deeper understanding of

perceptions and human behaviour, any naturalistic type of investigation that makes use of non-numerical data is considered qualitative research ((Nassaji, 2020)Rather than attempting to explain and control variables, it aims to explore and understand. Interviews will be used in the study to gain a greater understanding of communication hurdles that may arise in the School Management Team and professors' daily work. The study intends to investigate how these barriers might be overcome as experienced by Majuba Technical Vocational Education and Training College lecturers. To accomplish this, lecturers were interviewed. Qualitative research involves systematically examining social phenomena in their natural settings. The way people act in groups or individually, how organisations function, how people view various aspects of their lives, and how interactions shape relationships are just a few examples of these phenomena.

A wide variety of methods are employed to examine events in their natural environments, and these methods are collectively referred to as "qualitative research." To develop a thorough comprehension of the relevant occurrences, it requires gathering narrative data empirically from people or groups. In the late 1800s and early 1900s, the disciplines of psychology, sociology, and anthropology were where qualitative research was first used.

Research on pharmacy services and health has recently come to appreciate its importance and popularity more and more. While there are many other qualitative research techniques, the most popular ones for gathering data include focus groups, semi-structured interviews, and observations (Teddlie, 2009).

3.4. Research questions.

- What are the most significant causes of obstacles to good communication?
- What are the possible strategies for improving communication at Majuba Technical and Vocational Education and Training College?
- What is the impact of communication barriers on academic achievement?

3.5. Study Background

The research took place at Majuba Technical and Vocational Education and Training College, which serves as the primary supplier of technical and vocational education and training in the

Amajuba and uMzinyathi districts. The institution provides a variety of nationally recognised vocational and occupational programs.

3.6. Participants

Participants involved in this study will be Senior Lecturers and Lecturers at Majuba Technical and Vocational Education and Training College. This is considering:

The proximity to the problem: Senior lecturers and lecturers at Majuba Technical and Vocational Education and Training College. are likely to have firsthand knowledge of the communication procedures and obstacles that exist inside the institution, which makes them qualified to offer their perspectives on the subject.

Information availability: Senior lecturers and lecturers have a unique viewpoint on the matter since, as managers and teachers, they are probably aware of the college's communication policies, procedures, and difficulties.

Employee representation: The study guarantees participation from a wide spectrum of Majuba Technical and Vocational Education and Training College. personnel by choosing senior lecturers and lecturers as participants. This method aids in capturing a range of viewpoints and experiences, which can offer a more thorough comprehension of organisational communication obstacles and possible solutions.

3.7. Population

Population is being referred to as the comprehensive or totality of all substances or members that fit into the set of specifications. It is also the process of selecting a fractional part of the whole relevant group (Creswell, 2016). In this study, the targeted population is Majuba Technical and Vocational Education and Training College, KwaZulu-Natal. The reason for selecting Majuba Technical Vocational Education and Training College as the Centre for the study is to examine communication barriers faced by Lecturers and Management at Majuba Technical and Vocational Education and Training College, as well as the factors that prevent effective communication and solutions to these issues. The targeted population of the study was approximately 400 lectures across all campuses of Majuba Technical and Vocational Education and Training College.

3.8. Sample

A sample selection process should be carried out by identifying the target population, choosing the sample, and sampling design, determining the sample size, and carrying out the sampling procedure (Derriennic, 2018). The number of variables that are particular to each study determines the sample size for a qualitative investigation (Edwards, 2021).

To choose the right company to explore, a non-probability, purposive, and judgment sampling strategy was considered appropriate. In non-probability sampling, participants are chosen according to non-random characteristics, such as convenience or accessibility. In this instance, Majuba Technical and Vocational Education and Training College was as a good fit for the study because of its availability and relevance. Selecting components in a non-probability sampling method involves trying to duplicate specific group activities in the population under study. To guarantee the collection of accurate and trustworthy data, a purposive sampling design was employed (Byrne, 2018).

Individuals who possessed the requisite information about the topic to be studied were identified to conduct the judgment sampling method, as it aims to gain access to such individuals. This design was deemed suitable for this study since it targeted one specific Campus and interviewed specific participants who had the required information on the topic investigated (Bhardwaj, 2019).

The sample size was ten lecturers interviewed, seven lecturers, and three senior lecturers. The sample size may seem limited, but it aligns with the qualitative research design of this study and serves a vital purpose such as:

Qualitative Research Design: The study uses a qualitative research methodology, which frequently gives more weight to in-depth knowledge than to scope. Smaller sample sizes are typical and suitable in qualitative research because the objective is to collect rich, in-depth participant insights rather than extrapolating results to a broader population. A ten-person sample enables a thorough investigation of each person's experiences and viewpoints on communication difficulties.

Targeted Expertise: A variety of viewpoints from junior and more seasoned staff members are included in the sample thanks to the selection of seven lecturers and three senior lecturers. Because senior professors may have varied perspectives depending on their experience and position within the college, this variety is essential for comprehending the subtleties of communication barriers inside the institution.

Concentrated Context: Majuba Technical and Vocational Education and Training College Centre is a distinct organisation with a distinct culture and communication style. A more thorough analysis of the unique communication difficulties an institution faces is made possible by a smaller, more targeted sample. A broader, more generalised study can miss insights that are especially pertinent to the college's setting, but this focused method can provide them.

Resource Constraints: In qualitative research, the viability of higher sample sizes is frequently constrained by pragmatic factors like time, money, and participant accessibility. Within the confines of a master's dissertation, interviewing ten individuals is feasible, enabling comprehensive data gathering and analysis without becoming too taxing for the researcher.

Saturation Point: In qualitative research, the concept of saturation is important. This refers to the point at which no new information or themes are emerging from the data. With ten interviews, the researcher can reach a saturation point where the key themes related to communication barriers are likely to be identified, providing a solid foundation for analysis and recommendations.

Institutional Representation: Despite its modest size, the ten-person sample can nonetheless offer a representative look at Majuba Technical and Vocational Education and Training College Centre communication patterns. The study collects a variety of experiences and perspectives that represent the larger communication environment within the university by involving both professors and senior academics.

3.9. Data Collection

Data collection is the procedure for acquiring, analysing, and evaluating accurate data from numerous pertinent sources to evaluate results and respond to research questions, and offer solutions (Canter, 2020). Efficient data collection is crucial for ensuring quality control, making informed decisions, and upholding research integrity.

Semi-structured interviews were used to gather the primary data because this study deals with more complicated topics like communication and culture, and semi-structured interviews were utilised. Interviews that are semi-structured provide a beneficial balance between consistency and flexibility because they allow the interviewer's personal opinions to be revealed. Semi-structured interviews provide for process flexibility.

Semi-structured interviews are the most effective method for gathering data when the researcher is more interested in understanding the participant's specific viewpoint than in having a general understanding of a problem (Pharm, 2021). The interview consisted of five questions, the second and fifth of which were probing inquiries meant to provide the subject a chance to discuss their views and opinions on a certain subject. The third question is based on demographic enquiries, which typically enquire about respondents' age, gender, race, culture, and social status. The first and fourth questions are about the communication categories and strategies to improve communication. The interviewer obtains demographic data about the respondents by posing these questions.

3.10. Data Analysis

Using the content analysis method, qualitative data obtained through interviews were examined. With the use of the content analysis technique, a researcher can arrange gathered data into topics and categories and then keep editing the data until a final viewpoint is achieved. An array of data types can be used with qualitative content analysis. Various forms of interviews, observational protocols, papers undergoing literature reviews, diaries, websites, and medical records are a few sources from which data can be gathered (Lindgren, 2020).

Analysing recorded, articulated, or ideal communication using content analysis is one approach to use. For accuracy, consistency, uniformity, and preparedness, extra data editing was done. Each interview was audiotaped and stored for future reference. Data collected was organised and coded. Data accuracy and transformation from raw to categorised or reduced form for appropriate analysis and analysis were ensured by the data preparation process.

A systematic content analysis technique was used to create categories and subcategories from the qualitative data gathered at Majuba Technical and Vocational Education and Training College through semi-structured interviews. To guarantee that the data was arranged in a meaningful way and appropriately represented the experiences and viewpoints of the participants, the procedure comprised the following crucial steps:

1. First Familiarization: To get a broad grasp of the topics and concerns brought up by participants, the researcher started by going over the interview data that had been gathered. The researcher was able to spot reoccurring patterns and gain insight into the larger context thanks to this phase.

2. **Coding the Data:** The last stage was coding, which entailed identifying particular response segments and assigning codes that reflected important ideas or themes. The researcher was able to improve and modify codes as they worked with the data because to this iterative coding method. For example, based on the participants' answers, codes pertaining to typical communication techniques, obstacles encountered, and methods for improvement were found.
3. **Creating Categories:** The data was coded and then categorized related codes into more general groups. For instance, codes pertaining to different forms of communication (such emails, meetings, and phone calls) were grouped together under the more general heading of "Communication Channels." Similar to this, elements that highlighted difficulties—like problems with data availability, managerial perspectives, and cultural dynamics—were categorized under the heading "Barriers to Communication.”
4. **Iterative Review and Refinement:** categories were reviewed and refined through an iterative process. To ensure that the categories accurately represented the data and that all relevant information was captured the coded data was revisited. This step was crucial for maintaining the integrity of the analysis and ensuring that the findings were grounded in participants' experiences.
5. **Finalizing Analysis Categories:** Following their creation, the categories were applied to direct the data's analysis and interpretation. In order to make links between the experiences of the participants and the more general themes of communication barriers and improvement tactics, the researcher looked at how these categories linked to the research questions and objectives.

3.11. Trustworthiness of the study

Credibility: The study employed semi-structured interviews, allowing for in-depth exploration of participants' experiences. Member checking could enhance credibility by allowing participants to review and confirm the accuracy of the findings.

Transferability: Thick descriptions of the context and participants were provided, enabling readers to assess the applicability of the findings to other settings. Future studies should continue to provide detailed contextual information.

Dependability: The research process was documented, including data collection and analysis methods, which supports the dependability of the findings. An audit trail could further enhance this aspect by allowing others to follow the research process.

Confirmability: Efforts were made to minimize researcher bias through reflexivity, where the researcher reflected on their potential influences on the research process. Maintaining a clear distinction between participants' voices and the researcher's interpretations is crucial for confirmability.

Ethical Considerations: The study adhered to ethical guidelines, including informed consent and confidentiality, which enhances the trustworthiness of the research by ensuring participants' rights and well-being were prioritised.

These sections provide a comprehensive overview of the limitations, future research directions, and trustworthiness of the study on communication barriers at Majuba Technical and Vocational Education and Training College.

3.12. Conclusion

This chapter presented research methodology and design, explained the reasons for adopting the qualitative method, examined participants, setting, data collection, data analysis, and well the reliability and validity of the data collected were addressed. Throughout the interview, the researcher observed that there was an element of trust and openness among participants.

In the following chapter (Chapter 4) is the presentation and discussion of the data and results obtained from interviews at Majuba Technical and Vocational Education and Training College.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1. Introduction

This chapter describes and analyses the results of the interviews conducted by the researcher using a qualitative design method to examine the impact of communication barriers at Majuba Technical and Vocational Education and Training College (CPD) Campus in Kwa-Zulu Natal. The chapter will present the findings of this study, presenting participants' responses in detail. This chapter presents the findings first by introducing the presentation of findings for each question and the discussion of the study results according to the question and objectives stated in Chapter One. This enables the reader to see how each objective has been individually achieved. This chapter also covers issues raised during the interviews with the Lecturers at Majuba, which are extremely significant in responding to the research questions and objectives for this study. Content analysis was used for the analysis and discussions.

4.2. Data analysis summary

The institution's success rests on its ability to communicate effectively, yet some obstacles prevent lecturers from working in a supportive environment, which is problematic. Communication difficulties are characterised and investigated in this research project. Physical, psychological, and cultural obstacles are the three categories of communication barriers. Relationships between lecturers and management are impacted by these obstacles.

Interpreting interview responses required taking care not to distort the original meaning that study participants had stated. Content analysis was selected due to its ability to draw such accurate conclusions. The audio recordings of the interviews were transcribed. Given that the goal of this study was to identify potential solutions for improving Majuba Technical and Vocational Education and Training College's communication system and analyse various obstacles to effective communication, the transcript serves as the main source of data for content analysis.

4.3. Findings

Content analysis was selected because of its ability to make such faithful interference, and the interview replies were to be interpreted in a way that did not compromise the original meaning given by the study participants. The interviews were recorded on audio and then written up. Because the goal of this study was to examine the experiences and problems related to communication barriers faced by instructors and administration at Majuba Technical and Vocational Education and Training College, as well as to investigate the factors that obstruct effective communication and identify strategies for enhancing communication among all College personnel, the transcript serves as a primary source of data for content analysis. The main objective is to examine several obstacles to effective communication and provide possible fixes so that Majuba Technical and Vocational Education and Training College's communication system may be improved.

The following findings were drawn from data analysis:

Question 1: What is the main impact of communication barriers at Majuba Technical Vocational Education and Training College?

The study revealed that the most commonly used methods of communication at Majuba Technical and Vocational and Education Training College are emails, phones, and staff meetings. Participant 8 commented, "Communication barriers are a major issue here. We rely on emails and phones, but there is often a delay in getting responses. Staff meetings happen rarely and are not very effective." This statement highlights the inefficiency of current communication methods and their impact on the overall achievement of the college.

4.4. Communication channels

The study identified the communication patterns and methods used at Majuba Technical Vocational Education and Training College. The research explored the means of communication employed by the college, which revealed valuable insights into the commonly used methods. The table below displays the findings from the study:

Communication method	Percentage
Letters, Phones, emails Staff meeting.	97%

Communication policies, organisational culture, and organisational structure.	95%
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TABLE 1: owner's contribution

The communication methods used at Majuba Technical and Vocational Education and Training College are shown in the table, along with the proportion of respondents who said they were frequently used. This information identifies the preferred channels for information sharing and is essential for comprehending the communication environment within the organization.

Communication Methods and Their Significance

1. Letters, Phones, Emails, and Staff Meetings (97%)

With an astounding 97% of respondents stating that they rely on these channels, this group reflects the most commonly utilized communication techniques at the college.

The high percentage indicates that in order to facilitate interactions between employees and management, traditional communication methods like letters and phone conversations are still essential.

Emails and staff meetings are also crucial for sharing information, talking about significant issues, and encouraging academic cooperation. This dependence on a variety of communication techniques suggests a thorough strategy to guarantee that messages are successfully communicated and comprehended.

2. Communication Policies, Organisational Culture, and Organisational Structure (95%):

With 95% of respondents recognizing its significance, this category captures the fundamental underpinnings that influence college communication strategies.

While company culture affects the effectiveness and transparency of staff communication, communication rules offer recommendations on how information should be conveyed.

Both official and informal communication routes are impacted by the organizational structure, which is also crucial in defining how information moves throughout the company.

The high percentage suggests that respondents understand how important these elements are for promoting efficient communication and removing any obstacles.

The study showed that the most used method of communication at Majuba Technical and Vocational Education and Training College is listed above. Section 2 of the literature review defined communication as the transfer of information from one person to another; however, the language utilised must be understandable to the intended audience. Good communication only occurs when the recipient understands the exact message or concept that the sender intended to share. Effective communication involves both giving and receiving information through various channels, such as spoken or written words, meetings, conferences, or casual conversations with co-workers. The second definition from the section on the literature review is this one.

From the responses gathered above during interviews participant 1 highlighted that *“management communicate through via email, WhatsApp, Facebook they also use face to face communication, which is verbal communication to communicate with lecturers, they also stated that they use broadcast media communication which is via zoom, Ms teams and also they use formal letters”*.

1. Electronic Communication: Management utilizes digital tools like email, WhatsApp, and Facebook, as well as video conferencing platforms like Zoom and Microsoft Teams. This approach is convenient and facilitates quick communication. However, it lacks the personal touch of face-to-face interaction.
2. Verbal Communication: While face-to-face communication is mentioned, it's unclear how frequently it's employed. Verbal communication can strengthen relationships, but requires more effort.
3. Formal Letter Communication: While formal letters may be appropriate for specific circumstances, they can be perceived as less personal and less conducive to fostering a sense of engagement and rapport between management and employees.

Overall, the range of communication channels indicates management's effort to accommodate different preferences and circumstances, but the emphasis on digital tools suggests that personal interactions may not be as prevalent, potentially impacting the depth of communication.

Question 1: Which communication categories are used at Majuba Technical and Vocational Education and Training College?

Section 2.11.1 of the literature review discussed that the most used platforms of communication include verbal communication, emails, telephone, and meetings. These are being regarded as important communication channels, each of which is unpacked below.

By identifying the different channels of communication used inside the company and taking into account their effects on communication efficacy, this question aids in focusing the study. The study's conclusions offer insightful information about Majuba Technical and Vocational Education and Training College's communication preferences and patterns, enabling a more focused examination of the obstacles to communication and possible remedies.

The use of emails was highlighted, as most managers use emails as a way of communication because it is a fast way of communicating, and it helps in keeping records of what was communicated for future reference. Participant 2 stated that *“another technique used is the telephone for communication. Some managers use meetings as a way of communicating with the lecturers; that is, they set up meetings where they discuss matters face to face, and some use Zoom meetings.*

The analysis of the findings regarding communication categories used at Majuba Technical and Vocational Education and Training College indicates:

1. Email Communication: Emails were reported as a widely used communication method for their speed and record-keeping advantages. This indicates the preference for asynchronous communication in the organization, allowing for timely exchange of information while maintaining a record.
2. Telephone Communication: While not as prevalent as email, telephone communication is still used, potentially offering a more personal touch than email.
3. Verbal Communication: Despite the widespread use of electronic communication, face-to-face communication (via meetings) is still considered important by managers, suggesting the perceived value of personal interaction. This is further supported by the use of Zoom meetings, which offer a middle ground between virtual and in-person communication.

Overall, the mix of communication channels reflects a balance between efficiency (emails) and interpersonal interaction (verbal, telephone, and meetings), acknowledging the merits of both. However, the limited information on the frequency of verbal communication leaves room for further investigation.

Question 2: What are the various challenges to effective communication at Majuba Technical and Vocational Education and Training College?

Participant 9 stated that *“they have data challenges, they cannot access important information that is being sent by management, for example, via WhatsApp or emails. Information might arrive late because of data challenges and because of that they miss deadlines for submitting marks, registers which need to be completed online, and also managements attitude also affect communication they stated that management communicate to staff and feed them with information downward communication and there is no opportunity for upward communication whereby staff express their views or opinions they are encountering as lecturers and leads to interpersonal relationships between lecture’s and management and whatever you say might not be taken into consideration and that leads to the lack of employee involvement”*.

“Another issue is “the lack of feedback on the management side they raise issues to management but there will be no feedback or if you are lucky to receive it, it will be negative”. Another issue they spoke about is *language barrier one might transmit information fairly, but another person might take it negative”*.

The analysis highlights several challenges to effective communication at Majuba Technical and Vocational Education and Training College:

1. **Technical Difficulties:** The issue of data challenges hinders effective communication, potentially leading to missed deadlines and reduced efficiency. This emphasizes the importance of reliable technology and infrastructure for effective communication in modern organizations.
2. **Unidirectional Communication:** The prevalence of downward communication, where management communicates to staff, creates a top-down approach that may stifle employee engagement and feedback. This could create an unbalanced communication dynamic, potentially impacting employee morale.
3. **Lack of Feedback:** The lack of feedback from management undermines effective communication and may foster a sense of disconnection between employees and management. This could lead to reduced motivation and engagement among employees, as their inputs and concerns are not adequately addressed.
4. **Language Barrier:** The language barrier, where information can be misconstrued due to cultural or linguistic differences, is a significant challenge that organizations need to address to ensure effective communication across diverse backgrounds.

Overall, the findings highlight the importance of a supportive technology infrastructure, bidirectional communication, and a feedback mechanism for enhancing communication effectiveness. The technical challenges, unidirectional communication, lack of feedback, and language barriers identified in the study represent critical obstacles to effective communication at Majuba Technical and Vocational Education and Training College. Addressing these issues requires targeted initiatives, such as enhancing technological infrastructure, fostering bidirectional communication channels, prioritizing feedback mechanisms, and incorporating language and cultural sensitivity into communication practices.

Question 3: Can culture, gender, and social class affect communication?

Results show that culture can have an effect, Participant 8 said *“they have narcissistic culture where people in power positions wants to bully and intimidate you so that you will comply to what is being said to you whether you like it or not and they also raised that if they young person from senior positions gives you instructions you do not take him/her seriously or his/her instructions into consideration because you are an elderly person so you cannot take instructions from young person culture does not agree.”* As stated by one of the employees.

“It becomes a challenge for a man to take instructions from a female; they will view her as someone who does not know their place or how to speak to a man. Sometimes, you find females feel that they are superior to males; they feel that they can bully and intimidate those in lower positions”.

When it comes to the issue of social class, Participant 1 stated that, *“the biggest challenge is we look at the message, who says what, who sent the message if it comes from the person, you respect you do as you are being told but if the message comes from someone in lower class you just ignore the message so the three types of social class affect the way people communicate.”*

The analysis confirms that culture, gender, and social class can significantly affect communication within an organization. The findings from the study indicate the following:

1. **Cultural Impact:** The narcissistic culture described by the employee highlights the importance of organizational culture in shaping communication dynamics. It indicates the presence of power imbalances and a lack of respect for diverse perspectives, which may hinder communication and productivity.

2. **Gender Impact:** The gender-based challenges indicate the presence of gender biases, where men might resist taking instructions from women due to cultural or societal norms, or where women might experience discrimination if they assert themselves.
3. **Social Class Impact:** The findings suggest that employees might prioritize messages based on the sender's social class, which could lead to a lack of receptiveness to messages from those perceived as lower-ranking, impacting communication effectiveness.

Overall, these findings underscore the importance of recognizing and addressing these factors to create a more inclusive and effective communication environment. Organizations should strive to cultivate a culture of respect, eliminate gender biases, and foster communication across social classes to enhance productivity and organizational well-being. the study findings reinforce the significant role of culture, gender, and social class in influencing communication within Majuba Technical and Vocational Education and Training College. These factors need to be considered in the development of communication strategies and initiatives, such as diversity and inclusion programs, cultural sensitivity training, and policies that promote gender equality and social inclusiveness. Doing so can help create a positive and productive workplace environment where communication is valued and embraced by all.

Question 4: Which techniques or strategies are needed to improve communication among management and employees?

Participant 6 stated that *“team building will help to overcome these barriers stated above, as they will help bring back trust between management and lecturers. Both lecturers and management need to attend training/ workshop on communication where they will be taught how to communicate and have that humanity towards each other and an open-door policy whereby staff are allowed to address issues affecting them”*.

The analysis suggests that several techniques and strategies are needed to improve communication among management and employees:

1. **Team Building:** This approach can foster relationships, trust, and collaboration between management and lecturers, which can improve communication and promote a more inclusive work environment.
2. **Communication Training:** Providing training and workshops on effective communication can equip employees with the skills and awareness necessary to

overcome communication barriers. Emphasis on human-centered communication and respect can lead to more respectful and productive interactions.

3. **Open-Door Policy:** Encouraging an open-door policy allows for employees to raise concerns and engage in dialogue with management, fostering two-way communication and building a culture of transparency and trust. This approach also helps management gain valuable insights into employee perspectives and needs.

They also need to hold regular meetings with staff where they can share their views and give employees feedback, not only if we raise issues as employees, but it should also not take management months to respond; they should consider giving timely feedback. Another strategy that can work for management during meetings is by understanding the audience they are dealing with; everything must be conducted professionally, even if it means you are angry. You need to remain professional and limit distractions. Meetings must be conducted in an elderly manner.

Overall, these strategies seek to create a more inclusive and communicative environment within the organization, where employees feel valued, respected, and empowered to share their ideas and concerns. A combination of these approaches could yield a significant improvement in communication and, ultimately, organizational performance. The strategies proposed, namely team building, communication training, and an open-door policy, offer tangible solutions to address the challenges faced at Majuba Technical and Vocational Education and Training College. Implementing these measures not only improves communication but also creates a more positive and inclusive organizational culture that benefits both management and employees alike.

Question 5: What should be done to overcome communication challenges with lecturers?

“Communication challenges can be overcome by limiting distractions, conducting meetings in an orderly manner, using a welcoming tone, encouraging employees’ input, and checking if the person has understood you correctly when communicating. Continuous communication with lecturers by giving employees a chance to meet up with the union and staff reps. They also emphasised that they must be given data so that it will be easy to communicate easily with management and students since they rely on technology for communication,” stated Participant 7.

Participant 7 goes on to say that, *“Management needs to adopt the culture of listening and not take it as a confrontation when being challenged by lectures during meetings; they need to provide them with answers to questions posed to them. Negative attitude of management does not promote a relationship between staff and students, therefore creating an unfavourable working environment. This affects employees’ performance, reduces staff morale, and results in up lack of team cohesion at the workplace”*

Based on the findings, the following steps can be taken to address communication challenges with lecturers:

1. **Limiting Distractions:** This can enhance the effectiveness of communication by removing unnecessary diversions and ensuring that the focus remains on the topic at hand.
2. **Conducting Orderly Meetings:** A structured and organized meeting environment can promote better communication and productivity, fostering trust and collaboration among employees.
3. **Using a Welcoming Tone:** This emphasizes the importance of verbal and non-verbal cues that create a welcoming environment for communication, encouraging employees to participate and share their ideas.
4. **Encouraging Input:** Allowing and encouraging employee input can promote engagement and help management gain valuable perspectives that may improve decision-making.
5. **Verifying Understanding:** Double-checking for comprehension can prevent misunderstandings and ensure that messages are interpreted correctly.
6. **Providing Data:** This step recognizes the critical role of technology in modern communication and emphasizes the importance of ensuring that employees have access to data to facilitate communication with management and students.
7. **Listening Actively:** By adopting an open and non-confrontational attitude, management can foster a culture of effective communication. This step promotes a more respectful dialogue between management and employees, leading to greater staff morale, improved performance, and stronger team cohesion.

A combination of these steps can effectively address communication challenges within Majuba Technical and Vocational Education and Training College, improving the overall communication culture and promoting a more collaborative and productive work environment. Formal communication models also advise management to insist on using formal channels of communication, to schedule message delivery appropriately, to listen intently, and to cultivate

the ability to request feedback and communicate messages. Management also needs to adhere to legislation when it comes to the Basic Conditions of Employment Act, Labour Act, and Employment Equity Act.

Lastly, interviewees emphasised that: It will be best for both lecturers and management to attend communication workshops to improve communication skills amongst them.

The employees' suggestion highlights the importance of ongoing training and professional development in enhancing communication skills. By attending workshops on effective communication, both lecturers and management can gain valuable knowledge and skills, which can be applied to their interactions within the organization. This recommendation aligns with the strategies discussed previously and emphasizes the need for continuous improvement to maintain a positive communication culture in the workplace.

To conclude, the combination of practical measures and continuous learning opportunities can ensure that effective communication remains a top priority for Majuba Technical and Vocational Education and Training College, creating a more harmonious and productive work environment for everyone involved.

4.5. Conclusion

The results of the qualitative study carried out at Majuba Technical and Vocational Education and Training College were analysed and discussed in this chapter. To investigate their effects on the institutional environment, the study sought to determine the communication barriers that impede productive interactions between lecturers and management.

The results show that staff meetings, emails, and phone calls are the main ways that Majuba College communicates. Effective communication was found to be hampered by several important obstacles, including linguistic problems, management attitudes, cultural dynamics, and technical difficulties. Concerns over data availability were raised by lecturers since it impacts their capacity to meet deadlines and obtain timely information. Furthermore, instructors are unable to voice their views and participate in decision-making processes due to a lack of upward communication opportunities.

Communication dynamics are also greatly influenced by cultural variables, with issues of gender and socioeconomic class having an impact on how messages are received and

understood. The results show that a culture of intimidation and respect for authority can obstruct good communication, resulting in miscommunications and low employee morale.

The report offers several ways to overcome these obstacles, such as holding regular meetings that encourage inclusivity and conversation, establishing an open-door policy for criticism, and implementing seminars for communication training. It is stressed that improving communication effectiveness requires management to take a more approachable stance and actively listen to employee issues.

Overall, this chapter emphasizes how important good communication is to create a healthy and successful learning environment at Majuba Technical and Vocational and Education and Training College. In addition to highlighting the current obstacles, the research's insights open the door for practical ways to boost communication, which will improve the institution's overall operation. These findings will be expanded upon in later chapters to offer thorough suggestions and conclusions.

CHAPTER FIVE

RECOMMENDATIONS AND CONCLUSIONS

5.1. Introduction

The specific goal of this study was to identify the root causes of Majuba's communication problems. This chapter only addresses the research project's closing thoughts and offers suggestions for a few different areas. Employees of the college were interviewed to gather data. The information obtained from interviewing respondents was transcribed and arranged logically. This chapter provides recommendations based on the research's findings and conclusions.

5.2. Limitations of Study

Qualitative Nature: Because this is a qualitative study, the conclusions are predicated on individual interpretations of the experiences and viewpoints of the participants. This subjectivity has the potential to add bias and compromise the validity of the conclusions reached.

Findings Particular to Majuba Technical Vocational Education and Training College: These findings might not apply to other Technical and Vocational Education and Training (TVET) establishments. In other contexts, differences in communication styles, managerial techniques, and institutional culture may produce different results.

Potential Response Bias: If participants felt that their answers would affect their relationship with management, they might have given socially acceptable answers rather than their genuine feelings about communication impediments.

5.3. Recommendations

Based on the findings from the study on communication barriers at Majuba Technical and Vocational Education and Training College, several recommendations can be made to enhance communication effectiveness within the institution:

1. **Implement Communication Training Programs:** Both lecturers and management should participate in regular communication training workshops. These programs should focus on developing effective communication skills, including active listening, feedback mechanisms, and conflict resolution strategies. Training can empower staff to express their concerns and ideas more effectively, fostering a more open communication culture.

2. **Establish Regular Feedback Mechanisms:** Management should create structured opportunities for upward communication, allowing lecturers to voice their opinions and concerns. This could include regular feedback sessions, suggestion boxes, or anonymous surveys. Ensuring that feedback is acknowledged and acted upon will help build trust and improve relationships between management and staff.
3. **Enhance Technological Support:** Address the data access challenges faced by lecturers by providing adequate technological resources, such as data allowances or improved internet connectivity. This will facilitate timely communication and ensure that all staff members can access important information without delays.
4. **Promote an Inclusive Communication Culture:** Foster an organizational culture that values diversity and inclusivity. This can be achieved by encouraging open discussions about cultural differences and their impact on communication. Training sessions on cultural sensitivity can help staff understand and respect diverse communication styles, reducing misunderstandings.
5. **Conduct Team-Building Activities:** Organize team-building exercises that promote collaboration and trust between management and lecturers. These activities can help break down hierarchical barriers and encourage a more cohesive working environment, ultimately improving communication.
6. **Utilize Multiple Communication Channels:** Encourage the use of various communication methods, including face-to-face meetings, emails, and digital platforms like WhatsApp or Zoom. Providing clear guidelines on when to use each channel can help ensure that messages are conveyed effectively and received by the intended audience.
7. **Regularly Review Communication Policies:** Management should periodically assess and update communication policies to ensure they align with the needs of the staff and the institution. This review process should involve input from both lecturers and management to create a more collaborative approach to communication.
8. **Encourage Professionalism in Communication:** Establish clear expectations for professional conduct during meetings and communications. This includes maintaining a respectful tone, being open to feedback, and addressing conflicts constructively. Training on professional communication can help reinforce these standards.
9. **Monitor and Evaluate Communication Effectiveness:** Implement a system for monitoring the effectiveness of communication strategies. This could involve regular

assessments of staff satisfaction with communication processes and adjustments based on feedback received.

10. Create a Communication Task Force: Form a dedicated team responsible for overseeing communication initiatives within the college. This task force can identify ongoing challenges, propose solutions, and ensure that communication remains a priority within the institution.

5.4. Suggestions for Future Research

Longitudinal Studies: Conducting longitudinal studies could offer invaluable insights into communication barriers, especially when it comes to understanding how they evolve over time and whether the implemented strategies are effective in the long run. Additionally, it would give researchers a better understanding of the impact that these barriers have on people's lives and how they adapt to them. This is important for the development of effective interventions to improve communication in various settings.

Comparative Studies: Comparing the experiences of communication barriers across different TVET institutions would indeed provide valuable insights. This type of comparative study could reveal common challenges that different institutions face and enable researchers to conclude the effectiveness of various strategies to address these challenges. Furthermore, it would enable researchers to identify factors that may influence the emergence and persistence of communication barriers, such as institutional culture, resources, and leadership.

Intervention Studies: Developing and evaluating communication training programs or interventions could yield important insights into how to effectively reduce communication barriers and improve relationships within the college. It's essential to consider the various aspects of communication, such as verbal, nonverbal, written, and cultural, when designing these programs. Additionally, future research could explore how to incorporate communication training into existing college programs and curricula, ensuring that communication is a core competency for students and staff. Measuring the effectiveness of these interventions through pre- and post-intervention surveys, focus groups, and interviews could provide valuable information about the impact of these interventions on communication within the college.

Exploration of Technology's Role: Technology plays a significant role in communication practices in educational institutions, including TVET colleges. Examining the impact of technology on communication practices could shed light on how technology is used, its

effectiveness in improving communication, and its potential drawbacks. Digital communication tools, such as videoconferencing, messaging apps, and learning management systems, have become essential in facilitating communication between students, staff, and administrators. However, research could also explore issues such as digital literacy, access to technology, and cultural barriers to using technology, which could influence the effectiveness of digital communication tools.

5.5. Conclusion

The study examined the effect of communication barriers at Majuba Technical and Vocational Education and Training College, focusing on the Centre for People Development Campus. To understand the communication process, a model was developed that took into account the relationships between the sender, receiver, message, channel, and noise/feedback. Interviewing lecturers was used as a data collection method. The findings revealed that most lecturers were unhappy with the level of communication on campus and the way management addressed their concerns. Some employees also expressed dissatisfaction with the ineffective feedback they received from upper management.

Moreover, the study highlighted that top management's negative attitudes created an unfavourable environment, decreasing employee morale and reducing cohesiveness among co-workers. This poses a significant challenge for the workplace, as effective communication is a crucial management tool that should foster relationships among employees and support an organization's internal development. As such, it is essential for managers to prioritize acquiring or honing effective communication skills, as they are crucial for meeting the organization's objectives.

To eliminate communication barriers, it is vital to understand their root causes, as some can be addressed or managed accordingly, while others must be faced head-on. It is also essential to practice good speaking and listening skills, ensure that those being spoken to understand perspectives and concerns, and avoid prejudice or discrimination against people who differ in religion, culture, race, ethnicity, or socioeconomic background. Furthermore, proper planning, such as morning briefings and regular scheduling, can help anticipate and manage communication needs, while respect for employees should be demonstrated through words and actions to ensure they feel valued and engaged.

In summary, effective communication is a cornerstone of management that plays a significant role in creating a positive work environment, fostering employee relationships, and supporting

organizational success. Understanding and addressing communication barriers, practicing effective communication, and demonstrating respect for employees are crucial elements that should be prioritized for any organization seeking to improve its communication processes.

CHAPTER SIX

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7. APPENDICES

7.1 APPENDIX A: CONSENT FORM

LETTER OF INFORMED CONSENT



COLLEGE OF LAW & MAN STUDIES

King Edward Ave

Scottsville

Pietermaritzburg

3201

17 August 2023

Dear Participant

INFORMED CONSENT LETTER

My name is Ntshangase Thulile. I am a Master's student studying at the University of Kwazulu Natal, Pietermaritzburg campus, South Africa. I would like to invite you to take part in this study. My objective is to find out the Impact of Communication Barriers at Majuba TVET College.

Please note that:

- ❖ Your confidentiality is guaranteed as your inputs will not be attributed to you in person but reported only as a population member's opinion.
- ❖ The interview will take ten minutes to answer questions.

- ❖ Data will be stored in a secure storage and destroyed after 5 years.
- ❖ You have a choice to participate in, not participate in the research; you will not be penalised for taking such an action.
- ❖ Your involvement is purely for academic purposes only, and there are no financial benefits involved.

I can be contacted at: [REDACTED]

[REDACTED]

My supervisor is Prof Vannie Naidoo of the School of Management, IT and Public Governance.

Prof Naidoo can be reached at email:

[REDACTED].

Thank you for your contribution to this research.

DECLARATION

I.....

(full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

7.2 APPENDIX B: QUESTIONNAIRE

Interview schedule for the Lecturers lecturing at Majuba TVET College

Participant code:

Date of interview:

Time of interview:

Duration of interview: 10-30 minutes

The objective is to find out the Impact of communication barriers at Majuba TVET College.

SECTION A

DEMOGRAPHIC DATA (Please CROSS (X) where appropriate)

1. Gender

Female	Male	Other/rather not say

Ethnicity

Black	Indian	White	Coloured	Other/rather not say

SECTION B

Communication barriers

1. What communication channels are used at Majuba TVET College?
2. What type of communication is used at Majuba TVET Communication?
3. What are the reasons that prevent effective communication?
4. What are the various challenges to effective communication at Majuba TVET College?
5. Which Communication channels are used at Majuba TVET College?
6. Can culture, gender, and social class affect communication?

Strategies to improve

- 1. Which techniques/ strategies are needed to improve communication among management and employees?**
- 2. How would you overcome communication challenges with Lecturers?**

Other, is there anything you would like you add?

Thank you for your cooperation.

7.3 APPENDIX C: ETHICAL CLEARANCE



Miss Thulile Winfridah Ntshangase (222118364)
School Of Man Info Tech &Gov
Pietermaritzburg

Dear Miss Thulile Winfridah Ntshangase,

Original application number: 00020014

Project title: The impact of communication barriers at Majuba Technical Vocational Education and Training.

Exemption from Ethics Review

In response to your application received on 11 November 2022 , your school has indicated that the protocol has been granted **EXEMPTION FROM ETHICS REVIEW**.

Any alteration/s to the exempted research protocol, e.g., Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through an amendment/modification prior to its implementation. The original exemption number must be cited.

For any changes that could result in potential risk, an ethics application including the proposed amendments must be submitted to the relevant UKZN Research Ethics Committee. The original exemption number must be cited.

In case you have further queries, please quote the above reference number.

PLEASE NOTE:

Research data should be securely stored in the discipline/department for a period of 5 years.





I take this opportunity of wishing you everything of the best with your study.

Yours sincerely,

10/07/2023





Dr Vangeli Wiseman Gamede
Academic Leader Research
School Of Man Info Tech &Gov

UKZN Research Ethics Office
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

INSPIRING GREATNESS

7.4 APPENDIX D: GATEKEEPERS LETTER

CENTRAL OFFICE: Private Bag X6602 Newcastle 2940 83 Allen Street Newcastle 2940 Tel: 034 326 4888 034 326 4596 Fax: 034 326 4855 CAMPUSES MAJUBA TECHNOLOGY CENTRE: Tel: 034 329 1182 NEWCASTLE TECHNOLOGY CENTRE: Tel: 034 318 3041 CENTRE FOR PEOPLE DEVELOPMENT: Tel: 034 314 4546 IT AND BUSINESS CAMPUS: Tel: 034 318 1206 DUNDEE TECHNOLOGY CENTRE: Tel: 034 212 5739 OPEN LEARNING UNIT: Tel: 034 314 1012/3 NEWCASTLE TRAINING CENTRE: Tel: 034 318 2021 OCCUPATIONAL PROGRAMMES UNIT: Tel: 034 314 1045 WORKING INTEGRATED LEARNING UNIT: Tel: 034 318 7098	 higher education & training Department: Higher Education and Training REPUBLIC OF SOUTH AFRICA	 Majuba College Technical and Vocational Education and Training <i>reaching greater heights together</i>
	ENQUIRIES:	TEL: DATE: 28.11.2022
	Dear Sir/Madam	
	RE: APPROVAL TO CONDUCT RESEARCH	
	I, Mr Sanele Jerome Mlotshwa, the Principal of Majuba TVET College, hereby, grant Ms. Thulile Winfridah Ntshangase who is studying towards a Masters' in College of Law and Management Studies at the University of Kwa-Zulu Natal, Pietermaritzburg Campus permission to conduct a research on her topic titled <i>"The Impact Of Communication Barriers at Majuba TVET College"</i> .	
	I trust that you find the above in order.	
	Kind regards,	
	<hr/> Mr SJ Mlotshwa Principal- Majuba TVET College	
	 <i>reaching greater heights together</i>	