

Communication Barriers and its Effects in the Operations of Administrative and Academic Employees in Tawi-Tawi Regional Agricultural College (TRAC)

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The purpose of the study was to identify the different communication barriers that affect the operations of administrative and academic employees in TRAC. This study aimed to determine (a) the extent of physical, social, and psychological communication barriers; (b) the effects of communication barriers in operations; (c) the significant difference in the extent of communication barriers, and the effects of communication barriers in the operations of administrative and academic employees in TRAC when data is grouped according to demographic profile variables; and (d) the significant relationship between the communication barriers and its effect on operations. This study employed a descriptive research design. Findings revealed physical, social, and psychological communications barriers were at a high level, as well as the effects of communication barriers in the operations. Both were not significant, and the hypotheses were accepted. Also, the significant relationship between the communication barriers and its effect in the operations of administrative and academic employees was significant, and the null hypothesis was rejected. Further, it was recommended that the top management should strengthen their strategic plans and programs. They also need to express to the employees the vision-mission, goals and objectives, plans and programs and the organisational structure of the company.

Key words: *Communication barriers, administrative, academic, descriptive method, TRAC, Tawi-Tawi, Philippines.*

Introduction

Communication has become an integral part of our everyday life in the competitive modern age. Activities from basic things like cooking and giving exams to more complex ones like running an organisation depend on communication. However, poor communication can lead to inefficiency and the disruption of activities. It is an essential element for every organisation to achieve success in and is necessary for humans to create and maintain relationships.

Tawi-Tawi is a melting pot of multi-ethnic groups, with people speaking different languages to carry out the social affairs of society. Thus, this study was conducted within the two tertiary schools in Tawi-Tawi, Bongao, namely: Mindanao State University-Sulu College of Technology and Oceanography (MSU-TCTO) and Tawi-Tawi Regional Agricultural College (TRAC).

By virtue of Republic Act number 6060, Sulu College of Technology and Oceanography (SCTO) was established as a unit of Mindanao State University. Hence, the name MSU-TCTO. Its existence in the locality, moreover, aims at extending educational services to Muslims and other culture minority groups. Nonetheless, by virtue of Batas Pambansa Bilang 197 PB number 201, the name MSU-TCTO was change to Tawi-Tawi College of Technology and Oceanography (MSU-TCTO) in order to further promote the social and economic development of the people in the area.

TRAC (formerly Sulu National Regional Agricultural School was founded in 1963), on the other hand, obtained its name by virtue of Batas Pambansa Blg. 384, which aimed at providing the people in the area professional, technical, and special training in agriculture. In a like manner, the said school was also envisioned in terms of progressive leadership in the fields of Agriculture and Home Technology (qtd. In Asaali 1998).

The purpose of the study was to identify the different communication barriers that affect the operations of the administrative and academic employees in Tawi-Tawi Regional Agricultural College (TRAC) to help them achieve the change and the development they wanted to make.

Theoretical Framework

The following theories embody the needs of effective communication and the effect of its barriers in an organisation.

According to Fred C. Lunenburg (2010) from the theory of "Communication the process, barriers, and improving effectiveness," communication is the process of transmitting information and common understanding from one person to another. According to him, the

study of communication is vital as administrative functions and activities involve some form of direct or indirect communication.

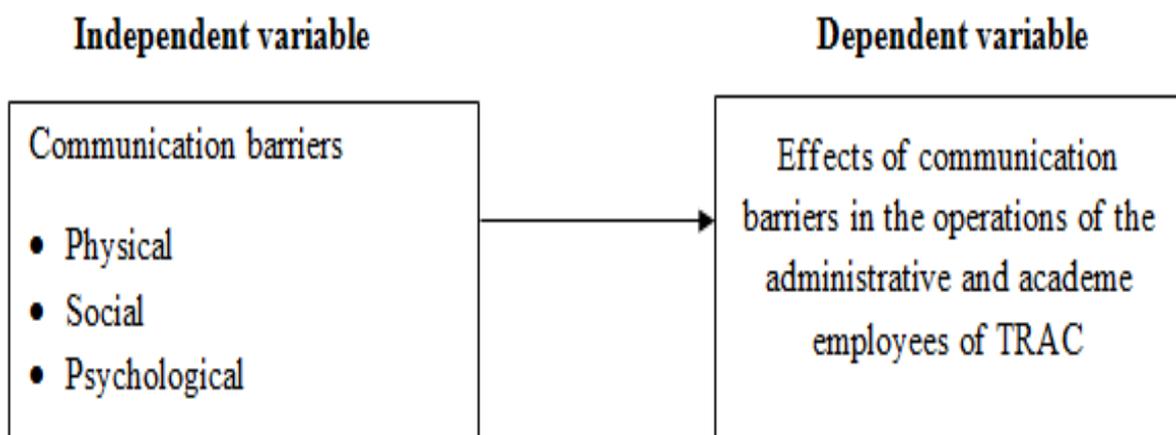
According to Golan Sadri (2002), improvements in supervisor-subordinate communication will assist organisations toward the goal of managing diversity by promoting integration and equality in the workplace. He Recommends two strategies for accomplishing better supervisor-subordinate communication: leading personal growth and mentoring.

According to Thomas E. Harris and Mark D. Nelson (2009), a ubiquitous phenomenon in organisations and communication is a central process in planning and implementing change (Jones, Watson, Gardner, & Gallios, 2004). Although change has always existed, the speed, breadth, and impact of change are genuinely different as we travel through the new millennium. The Internet and globalisation force of innovation are requiring organisations to be more efficient, "rewiring them for creativity and growth" (McGregor, 2006).

Conceptual Framework

The conceptual framework of the study looked at the connections of the different variables used in this study.

Figure 1. The conceptual model of the study



The conceptual model shows that the communication barriers which are physical, social, and psychological are the independent variables while the dependent variable is the effect of the communications barriers in the operations of the administrative and academic employees of TRAC.

Objective of the Study

This study aimed to determine the communication barriers and its effects on the operations of the administrative and academic employees in Tawi-Tawi Regional Agricultural College (TRAC).

Specifically, the researcher aimed to answer to the following questions.

1. What is the extent of communication barriers affect the company operations in administrative and academic work regarding the:
 - 1.1 physical,
 - 1.2 social, and
 - 1.3 psychological?
2. What are the effects of communication barriers in the operations of the administrative and academic employees?
3. Is there a significant difference in the extent of communication barriers when data is grouped according to their demographic profile variables?
4. Is there a significant difference in the effects of communication barriers in the operations of administrative and academic employees in TRAC when data is grouped according to their demographic profile variables?
5. Is there a significant relationship between the communication barriers and its effect in the operations of administrative and academic employees in TRAC?

Methodology

Research Design

This study made use of the descriptive research design. Descriptive research is used to find some solution to the problem considered. This design describes the gathered information about the different interactions of operation by administrative and academic employees. This approach was used to obtain information to determine the various barriers of communication inside the TRAC.

Research Locale

Tawi-Tawi is a melting pot of a multi-ethnic groups of the people speaking of different forms and function of language to valuably carry the social affairs of the society. Thus, this study was conducted within two tertiary schools in Tawi-Tawi, Bongao, namely: Mindanao State University-Sulu College of Technology and Oceanography (MSU-TCTO) and Tawi-Tawi Regional Agricultural College (TRAC).

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Population and Sampling Design

The Table 1 shows the findings regarding the demographic profile of the respondents in determining the communication barriers and its effects in the operations of the administrative and academic employees at the TRAC. The variables of the demographic profile were sex, age, civil status, education, work setting, and the length of service rendered by the employees. There were 50 selected respondents involved in the study.

Table 1. Demographic profile of the respondents

Demographic Profile	Frequency (f)	Percentage (%)
Sex		
Male	45	90
Female	5	10
Total	50	100
Age		
18-25 y/o	5	10
26-33 y/o	9	18
34-41 y/o	11	22

42 y/o and above	25	50
Total	50	100
Civil status		
Single	9	18
Single Parent	2	4
Married	39	78
Total	50	100
Educational attainment		
Doctor's degree	5	10
Master's degree	11	22
Master's earned units	4	8
Bachelor's degree	20	40
AB Program & Vocational	10	20
Total	50	100
Work setting		
Administrative	10	20
Academic	40	80
Total	50	100
Length of service		
Less than 1 year	2	4
1 year	4	8
3 years	7	14
5 years	9	18
6 years and above	28	56
Total	50	100

The table shows that the sex variable had two variances. The male variance has the highest frequency of 45, with 90 percent while the female variance has only 5 with a percentage of 10. This explains that the male dominates in TRAC because of the nature of work.

Regarding the age variable, it has four (4) variances. The age bracket between 42 years old and above has the highest frequency of 25 respondents with 50 percent, while the age brackets between 34 to 42 years old (n=11), 26 to 33 years old (n=9), and 18 to 25 years old (n=5) have percentage of 22, 18, and 10 respectively. This means that most of the respondents are middle-aged adults.

Concerning civil status, most of the respondents are married with 39 respondents and a percentage of 78. The variance single has a frequency of 9 with 18 percent, while respondents



who are single parents makes 2 responses with a percentage of 4. This implies that most of the employees in TRAC have responsibilities to their own family since they are married.

As to educational attainment, most of the employees have bachelor's degrees with 20 responses and a percentage of 40, while some employees reached the master's degree with a frequency of 11 and a percentage of 22. The AB Program and vocational variance has a frequency of 10 respondents, with 20 percent. The doctor's degree variance has a response of 5 with 10 percent — only a few registered in the master's earned units with 4 respondents and a percentage of 8. This explains that most of the employees have only finished their bachelor's degree.

About the work setting, there are only two variances, which are administrative and academic. The administrative employees have a frequency of 10 with 20 percent, while the academic employees registered 40 responses with 80 percent. This means that most of the respondent involved in the study are deployed in the actual process of operations.

Moreover, the length of service variable has five (5) variances. Most of the respondents rendered their service 6 years and above ($n=28$, 56%), while others are 5 years ($n=9$, 18%); 3 years ($n=7$, 14%); 1 year ($n=4$, 8%); and less than a year ($n=2$, 4%) respectively. This signifies that most of the employees are tenured and have rendered services for the longest period in TRAC.

Data Gathering Tools

The researcher used a self-made questionnaire to collect the needed primary data. The instrument was divided into three (3) parts: Part 1 deals with the respondents' demographic profile variables. Part 2 covers the extent of communication barriers, and part 3 focuses on the effects of communication barriers in the operations of the administrative and academic employees.

The survey questionnaires have undergone validation by the panel of experts: a statistician, a researcher, and experts in operations management.

Evaluation and Scoring

The following measures were used in the study to examine the extent of the communication barriers and its effects in the operations of the administrative and academic employees

<i>Assigned Points</i>	<i>Numerical Ranges</i>	<i>Categorical Responses</i>	<i>Verbal Interpretation</i>
4	3.5-4.00	Always	Very high
3	2.51-3.50	Often	High
2	1.51-2.50	Sometimes	Low
1	1.00-1.50	Never	Very low

Validity and Reliability

The validation of the questionnaire was done by submitting it to the evaluation and critique panel of experts. After some modifications were made based on their recommendations, revisions were done, and then the final draft was prepared by the researcher.

The researcher sought the assistance of a statistician to validate the instrument and to check the reliability of each statement of the survey questionnaire through the use of Cronbach Alpha.

Ethical Considerations

The researcher formally informed the respondents about the nature of the study. The researchers ensured ethical approval by seeking permission from the respondents and explaining their rights and privileges as the subject of the investigation. Furthermore, the researchers informed the subjects of the study that they can withdraw anytime during data collection as a matter of right. Hence, before the result was presented for final defence, the researcher presented the findings of this study and sought approval to allow the researcher to disseminate the results in other forums.

Statistical Tools

The statistical tools used for the quantitative analysis in this study were the following:

Frequency and percentage were used in determining the demographic profile variables of the respondent.

Weighted mean was used to determine the extent of communication barriers and its effects in operations of the administrative and academic employees.

One-way ANOVA and t-test were used to determine the significant difference in the extent of communication barriers and its effects in operations of the administrative and academic employees in TRAC when data is grouped according to their demographic profile variables.

Pearson *r* was used to determine the significant relationship between the communication barriers and its effects in operations of the administrative and academic employees in TRAC.

Results and Discussion

Problem 1. To what extent do physical, social, and psychological communication barriers affect company operations in administrative and academic work?

Table 2: The extent of communication barriers that affect the company operations in the administrative and academic work regarding the physical

Statements	Mean response	Verbal interpretation
1. 1. Noise affects communication.	2.64	High
2. 2. Distance from each other creates a conflict.	2.56	High
3. 3. Management should provide efficient mode like a telephone for emergencies.	2.82	High
4. 4. Walls can be a hindrance for communication.	2.88	High
5. Inadequate technology can impede the flow of communication.	3.20	High
Grand mean	2.82	High

Note: Very high (Always) 3.51 – 4.00; High (Often) 2.51 – 3.50; Low (Sometimes) 1.51 – 2.50; and Very low (Never) 1.00 – 1.50

Table 2 presents the extent of physical communication barriers that affect company operations in administrative and academic work. As noted, there is a similar interpretation of “high” and a categorical response of often. Likewise, the mean responses range from 2.56 to 3.20, respectively. A grand mean of 2.82 reveals that physical barriers affect the operations of administrative and academic employees. This implies that there is a need for improvement and restructuring of the physical facilities for operations in the TRAC.

A similar verbal interpretation of “high” was found in all statements. Inadequate technology can impede the flow of communication ($M=3.20$). Walls can be a hindrance for communication ($M=2.88$). Management should provide efficient modes of communication like a telephone for emergencies ($M=2.82$). The noise affects communication ($M=2.64$), and the distance from each other creates a conflict ($M=2.56$) has the lowest mean response. The findings of the study imply that the employees are affected by physical barriers which could affect their efficiency and productivity.

A similar study was conducted by Nduta (2014, as cited from Newman, 1994) to support the results. In her study about the challenges facing effective communication as a public relations

tool in academic institutions, the author revealed that communication with employees is important, even in a small organisation. However, in this study, he also noted that some barriers affect communication of employees. Through the use of technology, employees can improve their communication skills and will also aid in the expansion of the organisation.

Table 3: The extent of social communication barriers that affect the company operations in administrative and academic work

Statements	Mean response	Verbal interpretation
1. 1. It is embarrassing to talk to your manager for some problems regarding working condition.	2.34	Low
2. 2. It is shameful to approach any person with a higher position.	2.14	Low
3. 3. Sharing a problem with similar gender is more comfortable	3.00	High
4. 4. Consider that less engagement habit can affect good communication	2.62	High
5. The difference in educational attainment, religion, race, and socioeconomic status creates misunderstanding.	2.40	Low
Grand mean	2.50	High

Table 3 shows the results of the extent of social communication barriers that affect the company operations in administrative and academic work where the mean responses are ranged from 2.14 to 3.00 with varied categorical responses of often and sometimes, which are interpreted as “high” and “low.” Also, a grand mean of 2.50 is verbally interpreted as “high.” This means that the respondents may agree or disagree that social barriers can lightly affect the operations of the administrative and academic employees.

The findings revealed that the statements with the highest mean responses verbally interpreted as “high” are on sharing a problem with similar gender is more comfortable ($M=3.00$) and consider that less engagement habit can affect good communication ($M=2.62$). This means that respondents are involved with each other but not conscious of gender sensitivity.

On the other hand, the statements with verbal interpretations of “low” are on the difference in educational attainment, religion, race, and socioeconomic status create misunderstanding ($M=2.40$). It is embarrassing to talk to your manager for some problems regarding working condition ($M=2.34$), and it is shameful to approach any person in a higher position ($M=2.14$). This implies that the respondents are open and have a good rapport with the top management. Despite individual differences, they collaborate.

Based on the study conducted by Funk & Wagnalls (2016), one of the major hindrances of barriers of effective communication are social barriers. The authors emphasised that social barriers include the social, psychological, and interpersonal relationship of employees with co-workers. Social factors such as age, socioeconomic status, among others, can act as barriers to communication in certain situations. Also, the authors further noted that effective communication with employees leads to stronger organisational ties.

Table 4: The extent of communication barriers that affect the company operations in the administrative and academic work regarding psychological

Statements	Mean response	Verbal interpretation
1. 1. Differences in intellectual capacity limit human interaction.	2.66	High
2. 2. Differences in core values hinder the harmonious relationship.	2.62	High
3. 3. Differences in work attitude limit communication.	2.68	High
4. 4. Differences in belief lead to misunderstanding.	2.54	High
5. 5. Personal feelings create miscommunication.	2.54	High
Grand mean	2.61	High

Table 4 reveals the extent of psychological communication barriers that affect the company operations in administrative and academic work. As noted, there is a similar interpretation of “high” as the mean responses ranged from 2.54 to 2.68, respectively. A grand mean of 2.61 has a definite response of often and verbally interpreted as “high.” This explains that the respondents believed that psychological barriers could affect the operations of administrative and academic employees. Also, the perceptions of each employee differ.

The table shows that all statements are identical with verbal interpretations of high. The respondents perceived that differences in work attitude limit communication ($M=2.68$). Also, they believed that differences in intellectual capacity limit human interaction ($M=2.66$), and differences in core values hinder harmonious relationship ($M=2.62$). Both statements on the differences in belief lead to misunderstanding ($M=2.54$), and personal feelings create miscommunication ($M=2.54$) have the lowest mean response. This signifies that the respondents perceived that the psychological barrier is a critical factor that affects the camaraderie of the employees and can trigger conflict. Also, it can affect efficiency and productivity if each employee is misunderstood.

The results were supported in the study conducted by Mpunga, J. (2014) entitled, “Exploring Barriers to Effective Communication in Public Institution.” Based on the results of the study, the authors found different perceptions among staff, emotional barriers, information overload,

feedback barriers, psychological barriers, and an institution where some offices were located outside the campus, as barriers to communication. However, the said study also noted that in terms of the psychological barrier, employees differ in thinking, actions, behaviour, and the like, which affects interpersonal relationships.

Problem 2. What are the effects of communication barriers in the operations of the administrative and academic employees?

Table 5. The effects of communication barriers in the operations of the administrative and academic employees

Statements	Mean response	Verbal interpretation
6. 1. It creates conflicts.	3.32	High
7. 2. It delays in production.	3.26	High
8. 3. It lessens productivity.	3.28	High
9. 4. It creates errors in work.	3.16	High
5. It results in poor operations.	3.32	High
Grand mean	3.27	High

Table 5 shows the effects of communication barriers in the operations of the administrative and academic employees. It reveals that there is a homogeneous verbal interpretation of high, and the mean responses are ranged from 3.16 to 3.32. A grand mean of 3.27 shows that the communications barriers have effects in the operations of the administrative and academic employees.

The table reveals that all statements are alike and have a verbal interpretation of high. It creates conflicts ($M=3.32$), and it results in poor operations ($M=3.32$) both have the highest mean response. Also, it lessens productivity ($M=3.28$). Likewise, it delays in production ($M=3.26$) while it creates errors in work ($M=3.16$) has the lowest mean response. This means that communication barriers affect the operations of the administrative and academic employees. Moreover, it triggers the efficiency of the employees, the production and operations of the company to shut down.

Effective Communication serves as a powerful weapon for the success of any organisation which should be sustained and improved more. Effective communication must ensure that the message is well-delivered and understood by both parties. It helps achieve the desired goal in the organisation and improves communication skills and productivity. Organisations should assess and identify some of the communication barriers that may affect the organisation's operations and services (Rogers, 1999).

Problem 3. Is there a significant difference in the extent of communication barriers when data is grouped according to their demographic profile variables?

Table 6: The results of the significant difference in the extent of communication barriers when data are grouped according to their demographic profile

Sex	Mean Response	t value	p value	Remarks	Decision on H ₀
Male Female	2.659 2.493	0.719	0.476	Not Significant	Accept H ₀
Work setting					
Administrative Academic	2.493 2.680	-1.086	0.283	Not Significant	Accept H ₀
Age					
18-25 y/o 26-33 y/o 34-41 y/o 42 y/o & above	2.773 2.570 2.600 2.661	0.216	0.885	Not Significant	Accept H ₀
Civil status					
Single Single Parent Married	2.489 2.967 2.662	0.917	0.407	Not Significant	Accept H ₀
Educational Attainment					
Doctor's degree Master's degree Master's earned units Bachelor's degree AB Program & Vocational	2.747 2.636 2.383 2.577 2.833	0.803	0.530	Not Significant	Accept H ₀
Length of service					
Less than 1 year 1 year 3 years 5 years 6 years and above	2.533 2.717 2.781 2.785 2.560	0.565	0.689	Not Significant	Accept H ₀

Table 6 shows the result of the significant difference in the extent of communication barriers when data is grouped according to sex, work setting, age, civil status, educational attainment, and the length of service.

The sex variances which are male ($M=2.659$) and female ($M=2.493$) have a computed t value of 0.719 and a p value of 0.476, which is higher than the alpha level of significance 0.05. This means the null hypothesis of no significant difference is accepted. Therefore, the two variances

are equal concerning the extent of communication barriers when data is grouped according to sex.

As to working setting variable, it also has two variances. The two variances are administrative employees ($M=2.493$) and academic employees ($M=2.680$). The computed t value is -1.086 , and the p value of 0.283 is higher than 0.05 . This implies that the null hypothesis of no significant difference is accepted. Hence, the two variances are alike and comparable.

The alpha level of significance is 0.05 , the computed F value is 0.216 , and the p value is 0.885 higher than 0.05 regarding age with mean responses are grouped to 18 to 25 years old ($M=2.773$), 26 to 33 years old ($M=2.570$), 34 to 41 years old ($M=2.600$), and 42 years old and above ($M=2.661$) respectively. The researchers accepted the null hypothesis of no significant difference in the extent of communication barriers and concluded that the variances are similar.

Likewise, the civil status has three (3) variances, which are single ($M=2.489$), single parent ($M=2.967$), and married ($M=2.662$). The variances have a computed F value of 0.917 and a p value of 0.407 higher than 0.05 , which indicates that the null hypothesis of no significant difference is accepted. Therefore, the three variances are similar.

Moreover, the educational attainment variable has five (5) variances which are the doctor's degree ($M=2.747$), master's degree ($M=2.636$), master's earned units ($M=2.383$), bachelor's degree ($M=2.577$), and the AB program and vocational course ($M=2.833$). The variances have a computed F value of 0.803 and a p value of 0.530 higher than 0.05 , which indicates that the null hypothesis of no significant difference is accepted. Therefore, the five variances are the same.

Also, the length of service variable has five (5) variances which are bracketed to less than a year ($M=2.533$), 1 year ($M=2.717$), 3 years ($M=2.781$), 5 years ($M=2.785$), and 6 years and above ($M=2.560$). The variances have a computed F value of 0.565 and a p value of 0.689 higher than 0.05 , which explains that the null hypothesis of no significant difference is accepted. Therefore, the five variances are equal and comparable.

In the study conducted by Garvill (2012), the findings of his study revealed that respondents identified some communication barriers affecting the employees work performance and productivity. The barriers include psychological factors, physical factors, and social factors, and technological factors. It was also found in the study that these factors significantly affect employees, especially during working hours. The author also noted that other elements on the profile of the respondents do not affect or have no relationship on the communication barriers mentioned above since employees perceive and feel those factors.

Problem 4. Is there a significant difference in the effects of communication barriers in the operations of the administrative and academic employees in TRAC when data is grouped according to their demographic profile variables?

Table 7: The results of the significant difference in the effects of communication barriers in the operations of the administrative and academic employees in TRAC when data is grouped according to their demographic profile variables

Sex	Mean Response	t value	p value	Remarks	Decision on H ₀
Male	3.284	0.800	0.428	Not Significant	Accept H ₀
Female	3.120				
Work setting					
Administrative	2.980	-2.462	0.017	Significant	Reject H ₀
Academic	3.340				
Age		F value			
18-25 y/o	3.480	0.953	0.423	Not Significant	Accept H ₀
26-33 y/o	3.333				
34-41 y/o	3.109				
42 y/o & above	3.272				
Civil status					
Single	3.311	0.369	0.693	Not Significant	Accept H ₀
Single Parent	3.500				
Married	3.246				
Educational Attainment					
Doctor's degree	3.480	2.110	0.095	Not Significant	Accept H ₀
Master's degree	2.982				
Master's earned units	3.200				
Bachelor's degree	3.300				
AB Program & Vocational	3.440				
Length of service					
Less than 1 year	3.400	0.761	0.556	Not Significant	Accept H ₀
1 year	3.600				
3 years	3.171				
5 years	3.200				
6 years and above	3.257				

Table 7 shows the result of the significant difference in the effects of communication barriers in the operations of the administrative and academic employees in TRAC when data is grouped according to sex, work setting, age, civil status, educational attainment, and the length of service.

As to sex variable, there are two variances which are male ($M=3.284$) and female ($M=3.120$) have a computed t value of 0.800 and a p value of 0.428 which is higher than the alpha level of significance 0.05. This means the null hypothesis of no significant difference is accepted. Therefore, the two variances are the same.

Concerning the working setting variable, it also has two variances. The two variances are administrative employees ($M=2.980$) and academic employees ($M=3.340$). The computed t value is -2.462, and the p value of 0.017 is lower than 0.05. This means that the null hypothesis of a significant difference is rejected. Hence, the two variances are not equal.

About the age variable, the alpha level of significance is 0.05, the computed F value is 0.953 and the p value is 0.423, which is higher than 0.05 regarding age when mean responses are grouped to 18 to 25 years old ($M=3.480$), 26 to 33 years old ($M=3.333$), 34 to 41 years old ($M=3.109$), and 42 years old and above ($M=3.272$) respectively. The researchers accepted the null hypothesis of no significant difference in the extent of communication barriers and concluded that the variances are the same and comparable.

Regarding the civil status, it has three (3) variances which are single ($M=3.311$), single parent ($M=3.500$), and married ($M=3.246$). The variances have a computed F value of 0.369 and a p value of 0.693 higher than 0.05, which explains that the null hypothesis of no significant difference is accepted. Therefore, the three variances are identical.

Concerning the educational attainment variable, it has five (5) variances which are the doctor's degree ($M=3.480$), master's degree ($M=2.982$), master's earned units ($M=3.200$), bachelor's degree ($M=3.300$), and the AB Program and vocational course ($M=3.440$). The variances have a computed F value of 2.110 and a p value of 0.095 higher than 0.05, which explains that the null hypothesis of no significant difference is accepted. Therefore, the five variances are alike.

Also, the length of service variable has five (5) variances which are grouped to less than a year ($M=3.400$), 1 year ($M=3.600$), 3 years ($M=3.171$), 5 years ($M=3.200$), and 6 years and above ($M=3.257$). The variances have a computed F value of 0.761 and a p value of 0.556 higher than 0.05, which explains that the null hypothesis of no significant difference is accepted. Therefore, the five variances are equal.

A similar study was conducted by James (2001) as cited by Nduta (2014) to provide evidence of the result. The concept of communication barriers has created problems in the organisation for the employees and operations of the firm. According to the author, managing people in organisations, the principles of communication should always add value. This means that each of us should always consider the decision on the plan. Also, the study looked into the implications of communication barriers in the profile of the respondents which revealed that

the barriers have the same effect regardless of their age, gender distribution, education or background, income, employment status, among others.

Problem 5. Is there a significant relationship between the communication barriers and its effect in the operations of the administrative and academic employees in TRAC?

Table 8: The result of the significant relationship between the communication barriers and its effect in the operations of the administrative and academic employees in TRAC

x variable	y variable	r value	interpretation	p value	Remarks	Decision on H ₀
Communication barriers	Effects of Communication barriers	0.189	Very Weak Positive Correlation	0.188	Not Significant	Accept H ₀

Table 8 shows that the r value of the two variables is 0.189, which is interpreted as a very weak positive relationship with a p value of 0.188 higher than the alpha level of significance 0.05. This means that the null hypothesis of no significant relationship between the communication barriers and its effect in the operations of administrative and academic employees is accepted. Therefore, the direction of the correlation is positive, which means that the x variable tends to have a lower y variable and vice versa.

The results of the significant relationship between the communication barriers and its effect in the operations of the administrative and academic employees in TRAC was supported by the study of Barnard (2013). It was noted in the result of the research that much of the daily routine of organisations entails information and exchange as well as coordination which are dependent on each other. Furthermore, there has been little empirical research that deals with the communication constraints noted, which reveals that barriers to communication should be identified to avoid failure or problems in the organisation.

Conclusions

Based on the findings of the study, the researchers concluded the following;

The extent of physical, social, and psychological communication barriers that affect the company operations in administrative and academic work is high, as agreed by the respondents.

The effects of communication barriers in the operations of the administrative and academic employees are high.



The results of the significant difference in the extent of communication barriers when data is grouped according to sex, work setting, age, civil status, educational attainment, and the length of service are not significant. Therefore, the null hypothesis of no significant difference is accepted, and the variables are alike.

The results of the significant difference in the effects of communication barriers in the operations of administrative and academic employees in TRAC when data is grouped according to sex, age, civil status, educational attainment, and the length of service is significant, and the null hypothesis is accepted. However, the working setting variable is significant, and the null hypothesis of a significant difference is rejected.

The results of the significant relationship between the communication barriers and its effect in the operations of administrative and academic employees in TRAC Rubber Company is significant. Thus, the null hypothesis of a significant relationship is rejected. The variables are not the same.



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