



## IMPLEMENTATION OF INTERNAL COMMUNICATIONS WITH TEACHING MATHEMATICS IN A TECHNICAL UNIVERSITY

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### Abstract

**Purpose of Study:** The aim of this paper was to provide a model of internal communication for a technical faculty.

**Methodology:** This was a descriptive-analytic study, small ways of communicating were identified, then their logical model was prepared in such a way that it included all types of communication and a comprehensive model for internal communication.

**Results:** The results showed that in order to have a successful internal communication in a technical university, a model for internal communication should be developed.

**Implications/Applications:** In the proposed model, it was pointed out that internal communication should include student communication with all components of education. The best kind of communication was also considered as two-way communication.

**Keywords:** *Communication, Internal Communication, Technical University, Maths*

### INTRODUCTION

Internal communication may be more important than what they think. 42% of communications are delivered through others. In fact, the success of students is heavily dependent on the frequency and quality of communication between them, the teacher, and other components of the training group ([Bishop, Mellin-Olsen and Dormolen, 1991](#)). Successful communication between teachers and parents in schools is effective on the quality of teachers 'and students' relationships ([Creswell, 2013](#)). Educational organizations, by understanding this, apply ways to communicate valuable information in their school systems. One of these communication methods is the internal communication system ([Griffith and Groulx, 2014](#)).

The best way to build internal communication is to have a plan. This may be fundamental, but it is interesting to note that most educational organizations do not plan for internal communication, while internal communication clearly identifies how each of the components of the educational system is interconnected, and this is one of the basic prerequisites for successful teaching and learning ([Guveli, 2015](#); [Khazal, Sari, & Jun, 2016](#); [Slikishina et al., 2018](#)).

Internal communication provides a clear way to communicate with others, so that they share information about their own goals or initiative, and reach the goal faster ([Kline and dan Ishii, 2008](#)). Internal communication determines the strategies of communication, how and when these strategies are implemented, and how they measure the components of the group and encourages them to devote their time to those things that are more important and effective to succeed. Provides important conversations and engagement with educational elements about the internal communication strategies that can best serve the needs and opportunities of teaching ([Maxwell, 2010](#); [Ayebo & Mrutu, 2019](#)).

Internal communication is just as important as communicating outside the educational organization ([Olteanu, 2015](#)). The consequences of a good internal link can be expressed as follows: It provides a clear pattern for clear communication, translates words into behavior, requires the components of the educational system to be two-way communication, provide face-to-face communication, create empathy in communication, Finally, communication provides not as a technique but as an essential element ([Pourdavood, Roland and Wachira, 2015](#); [Selomo, and Govender, 2016](#); [Bayat et al., 2014](#); [Safdari et al., 2013](#)).

There are several ways to establish an inner connection:

**Internet presence:** It should be said that the board of trustees and directors have the ultimate responsibility for information and Internet communication. They have to decide whether they need either public access channels or public access. It is better to choose platforms that are easy to use. Should also be responsible for producing more content, monitoring content and monitoring inappropriate responses ([Vale and Barbosa, 2017](#)).

School events: Consider all events as great communication opportunities. School events can be used as a means of communicating with students. It is best to meet with students and be respected personally. The speaker should not talk too much but focus on the students' achievement and the current goals of the school (Vale and Barbosa, 2017).

Newsletter: The newsletter may be digital or paper. It should be estimated that students are willing to receive news about the school and its events. A range of options should be provided to them, and school newsletters should be tools for informing, promoting, collecting and training. It's better to have short news, contain important tips and more essential news (Vale and Barbosa, 2017).

Face-to-Face Communication: In face-to-face communication, it's important to listen carefully and not interrupt in conversations. Also, appreciate the feedback you have and consider each important conversation. Finally, communication has to be made so that it becomes important and important (Vale and Barbosa, 2017).

Based on what has been said, it can be concluded that internal communication is very important and necessary, so each educational organization should have a plan for it. Current research has been done to provide a model of internal communication for a technical faculty.

## METHODOLOGY

This was a descriptive-analytic study. At first, all ways of communicating were identified, then their logical model was prepared in such a way that it included all types of communication and a comprehensive model for internal communication. To design the internal communication model, the target groups were first identified. Then the nature of the relationship between each group was identified with other groups. Finally, inter-group communication was reviewed in the wider context of the communications so that this model can provide the best performance in the field of internal communication.

## RESULTS AND DISCUSSION

In this study, it was first identified all the ways students can communicate through them, including the Internet and technology, school events, school newspapers, and face-to-face communication. These relationships were then considered with three groups of teachers, management, and other staff (figure. 1).

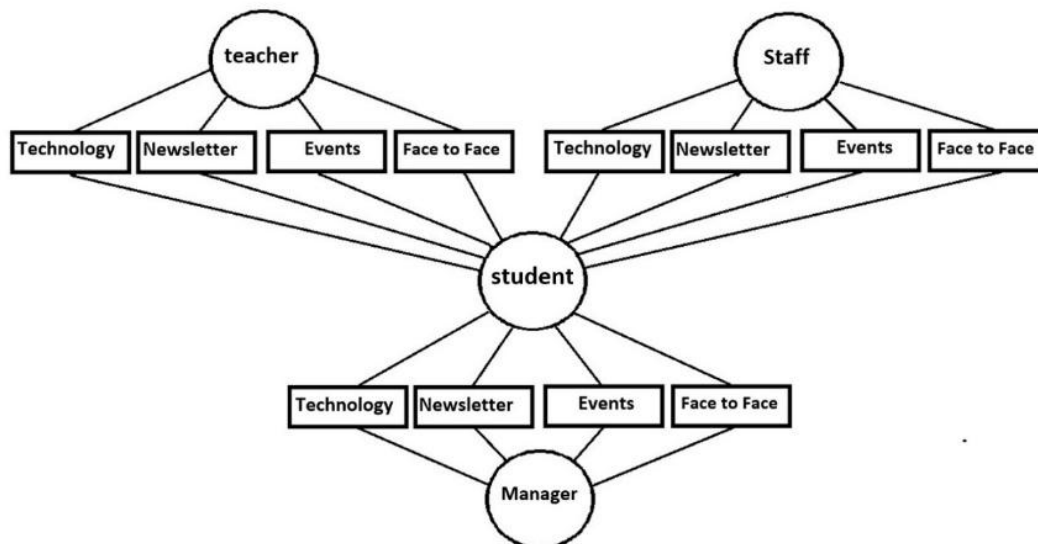


Figure 1. Model of internal communication

Source: Authors (2019)

After determining the model, we determined that according to the type of relationship with each group, the priority is which one of the communication paths, and on this basis, we showed that by determining which type of communication method is more effective for that group (Fig. 2)

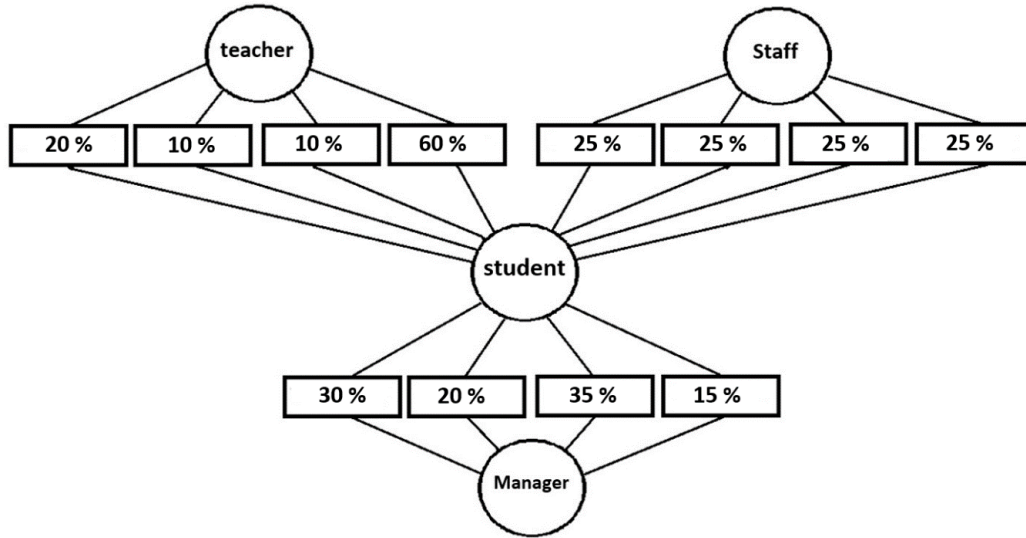


Figure 2. The best way for internal communication

Source: Authors (2019)

According to Figure 2, it has been determined that the relationship between student and teacher should be face-to-face, although other forms of communication should not be ignored. The best way to communicate with the manager is through school events and e-learning, and it is finally clear that it is advisable to use intermittent and equal access to other educational staff.

Since the student has the most interaction with the teacher, a separate communication model for the student and teacher is presented, as shown in Figure 3.

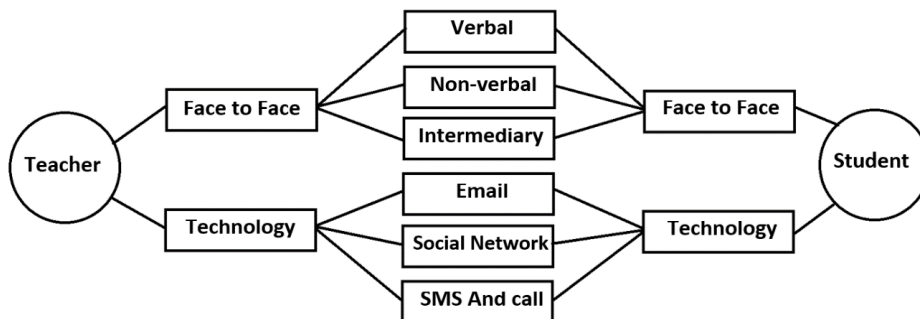


Figure 3. The best way for internal communication

Source: Authors (2019)

The quality of teacher-student communication is essential. The student should be able to access the teacher both face-to-face and out of classroom space. In face-to-face communication, two conditions may occur: first, direct communication from the channel is a non-verbal, non-verbal, or a mixture of the two. Second, the teacher and student communicate with one mediator, which can be another student or a staff member or manager. In indirect and technology-based communication, it is very important that communication channels are flexible and attractive so that the student can communicate more easily with the teacher, so using social networks is very important.

**CONCLUSION**

The student's trustworthy and effective relationship with other people at the university is essential for learning. Researchers believe that if a training center has a coherent curriculum with advanced facilities and skilled and experienced staff, but creating trustworthiness and effective communication with students is not a part of the main equilibrium, students' learning should not be done as it should.

Communication and communication skills, unlike what looks at first glance, is not easy. If we are to think a little bit more precisely, we will communicate with the communication part of the structure that is formed in our brain to transfer



one's brain to another and change its brain structure. Effective communication is a relationship in which the other party can understand and understand your message with the utmost accuracy.

Human is inherently social and communicative, and all human relationships are determined by communication. The family is formed by communication, and society follows this pattern. The need for communication is the basic needs of every human being, and the human being performs communication to meet his or her needs. Communication plays an important role in the classroom and school. The more the relationship between the student and the teacher, classmates, and staff of the educational centers is higher and higher, his learning and academic motivation will increase. Accordingly, it is very necessary to provide a system for effective school communication.

The current research was also aimed at providing this model. First, different ways of establishing communication were identified, and then the components of the formation of the mind were defined as a connection. Then, based on the nature of the connection with each component, the communication channels were identified and suggested which channels are prioritized for each connection. Finally, due to the importance of teacher-student communication, a special communication model was developed that emphasized on face-to-face communication.

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