

EFFECTIVE COMMUNICATION

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Abstract:

The communication term was imposed in recent years as a goal, as a means, as a priority, the benchmark disciplines circumscribed.

The etymology of the term reveals very interesting issues which give rise to reflection and a deeper analysis: Latin verb comunico, -are coming from munis adjective, whose meaning was "to do their duty, helpful, helpful" led to the formation of a family lexical part communis, "which shares the duties with someone else." In the classical era, the last word has the meaning "what belongs to multuri or everyone." Municus root, derivative precedent would be the basis of comunicus, which means "sharing more things." So, "pooling"!

Human communication is a specific way of interaction, information exchange relationship between the partners and also a process in which they understand and influence each other. Communication is defined by the following: transmission and sharing of information between people, movement impressions, opinions, value judgments, affective states, orders etc., through which influenced the conduct of participants in the process.

Keywords: *communication, dependent variable, independent variable, Levene test.*

1. Introduction

Like most of the words of a language, the verb and the noun communicate communication are both polysemantic. Those in charge of communications and communication meet so from the start, a major difficulty: not to do an operation well defined, but with a multitude operations, which is hard to say with any certainty whether resembles.

"In the broadest sense, spoken communication whenever one system or another system influences the source, in this case a recipient, by means of alternative signals that can be transmitted through the channel connecting them." [1]

"In its genuine meaning, communication involves both expression of self (an idea, an impression, of feelings) and other reporting relationship with the World. (...) To conclude, communication include both a note the mention of his own subjectivity, a reference to a more finely or larger irrepressible expression of reality and orientation towards other. It is, ultimately, to assume the somewhat paradoxical nature of communication, which, in terms of semiotics, has both a symbolic and a communicative dimension. The first, the symbolic dimension is fundamental to knowledge generated by the impulse toward personal interpretation of the meanings of the world, to invest meanings and ordering of reality, all these are nothing but expressions of the tendency to assert their own individuality. The second, instead,

communicative dimension, talks about the imperative of socialization, needs for communion, without which the existence of society as a whole is unthinkable. If it is a paradox, that is, none the one human nature, that language merely reflect it in its essential lines. "[2]

"And yet communication escapes attempts to define it. After 20 years toiling Frank Dance and Carl Larson gathered 126 definitions of communication as the most representative. (...) Function of the one who put a definition have different meanings. Communication is omnipresent, although it is mostly regarded as an attribute of "living" living systems as inputs and outputs have to live that enable metabolism to maintain life. This broadly. In particular, going over the communication Plant (now generally accepted) and animals, articulate language (speech) distinguished man of the world live not only thinking but also through the ability to organize themselves in groups, communities, peoples, nations and so on and then through "writing" to preserve past experience for future use. In a general sense we can, based on systems theory, consider the universe (macro or micro) as a continuous exchange not only material but also information (energy) 4. Here, then, that the only reference to the universe hulls mean of communication have different meanings, and therefore different definitions. Let's add diversity and human sciences, fields which describes and analyzes the human universe and reach an almost complete picture ".[3]

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The etymology of the term reveals very interesting issues which give rise to reflection and a deeper analysis: Latin verb comunico, -are coming from munis adjective, whose meaning was "to do their duty, helpful, helpful" led to the formation of a family lexical part communis, "which shares the duties with someone else." In the classical era, the last word has the meaning "what belongs to multuri or everyone." Municus root, derivative precedent would be the basis of comunicus, which means "sharing more things." [4] So, "pooling"!

Human communication is a specific way of interaction, information exchange relationship between the partners and also a process in which they understand and influence each other. Communication is defined by the following: transmission and sharing of information between people, movement impressions, opinions, value judgments, affective states, orders etc., through which influenced the conduct of participants in the process.

An expressive and communicate effectively with others and entails:[5]

- To inform and facilitate understanding intelligible message sent;
- To develop thinking, affect, motivation, will and personality of pupils and students;
- To notice and realize reactions, attitudes and behavior of those with whom you communicate;
- To convince those with whom you communicate.

Effective communication is the one that sends a message contoured in well-chosen words, accompanied a set of non-verbal behaviors synchronized verbal message, strengthening him. Effective communication is one that is based on attentive listening, empathy, uncritical issued by their own judgments and opinions that captures each other's needs, his expectations from you as a dialogue partner. Who communicate most effectively is the best listener is the one that sends a message authentic according to what he thinks and forward the language of which it is addressed, being concerned about how it is understood by the caller, asking for feedback permanent following which adjusts its message to convey information correctly. Communication is the result of a relationship, no matter how short it is. A form of relationship is built from a first

contact on a *prima* impression (appearance, presentation), the words chosen are decisive in this respect. Effective communication is made in the context of a relationship based on respect, trust, listening, attention, mirroring. In such a relational context, two people can communicate effectively even without words. The dimensions of effective communication is focused on: active listening, respect, reciprocity and problem solving.

Active listening requires that beyond reasoning and facts related party, to understand the deep intellectual and affective significance of these facts for the party, to realize the emotional connotations of certain words, gestures, glances.

In other words, active listening is a way of being:

- an attitude that in behaviors facilitating and involving conscious effort and voluntary;
- a way to react by partner is encouraged to continue speaking and also enables you to have the certainty that you understand what you are communicating;
- empathic, non-directive, under the rule of self-respect and respect for others;
- a set of attitudes and techniques.

Listening actively means to adopt an attitude sympathetic: not to interpret, not to judge, not to accuse, not criticism, not devalued, not denigrate, not insult, do not talk about yourself was no change the subject, not to give advice not required, not to think ahead to what you say while the speaker is presenting problem, but to focus on him, trying to understand it.

Dimensions of active listening:

- ✓ Silence;
- ✓ Empathy;
- ✓ Feedback;
- ✓ Restatement (paraphrasing);
- ✓ Query;
- ✓ Encourage;
- ✓ Non-verbal communication (smile, eye contact, etc.).

Actions showing respect to communication:

- listen to careful
- not to interrupt
- discuss issues
- be honest about your thoughts and feelings
- use assertive communication techniques (direct visual contact)
- messages like: I think ... instead of "YOU are / TU you ...".

Reciprocity and solving problems, as well as respect in communication, assertive communication circumscribed.

Reciprocity teaching communicative relationship must be understood primarily, but not exclusively, in the sense that the initiative belongs message and student. The student is equally teacher, teaching communication agent, but the initiation of the message by the student refers less to the content of cognitive science that must place themselves and more about how to do this.

Assertive Communication (constructive attitude) is the ability affirmation, expression honest, direct and clear opinions and their rights without aggressiveness and without them hurtful to others; ability prosecution own interests without violating the needs of others. The person listens and is willing to understand, know how to be herself (without simulations and "role play")

and rely on themselves. Is the best attitude for allowing their goals without causing resentment of others and often even earns them sympathy.

Assertiveness is the ability to represent the world what you're really, to express what you feel, when you feel it necessary. It is the ability to express your feelings and to assert your rights, respecting the feelings and rights of others. Those who have acquired assertiveness are able to reduce interpersonal conflicts in their lives and thus remove a major source of stress for many of us.

Assertiveness include:

- To be able to express opinions and points of view
- To be able to say "No" without feeling guilt
- You can ask what you want
- To choose how to live your life without feeling guilt linked to this
- To be able to take risks when you feel the need

Assertiveness is knowing first to listen and to understand the other and then you want to make yourself understood in return. Being assertive means you respect people, without excessively protect them.

2. Method

The purpose of this research is to analyze effective communication, through the four dimensions considered to see if there are differences in this respect between boys and girls and between specialties that they are at undergraduate studies (Management – M and Accounting and Management Information Systems - AMIS) from the University "Constantin Brancusi" from Targu Jiu. The group that I worked consisted of 40 subjects, of which 20 boys and 20 girls, aged between 19 and 24 years who applied a questionnaire Analysis of effective communication with 30 items and answers dichotomous.

The study was divided into experimental system - dependent variable-independent:

- Independent variable (cause) - gender (male / female) and specialization Graduating (M / AMIS);
- The dependent variable - the size dominant effective communication.

The intention was to identify whether the type and specialization influence the effectiveness of communication and if the size of the dominant effective communication of the female gender is different from that of the male gender, if the size dominant effective communication of specialization Bachelor Management is different from that of Bachelor specialization of Accounting and Management Information Systems . At the end of the study we found that no statistically significant differences regarding the link between gender, specialization and efficiency in communication respectively.

For the experiment we chose two equal samples of 20 subjects, one consisting of women and other men, from two specialization of undergraduate studies, M and AMIS, aged between 19 and 24 years. Before receiving the questionnaire was held a briefing on the importance of sincerity in dealing with responses and also on how to respond namely with short answers (Yes / No). For this research study used a questionnaire with 30 items that consider efficiency in communication analysis and revealing dominant size. The 40 people were asked to fill in answer sheet marking with X chosen answer. Subjects were selected from 19-24 years of

age, students at the University "Constantin Brancusi" from Targu Jiu. The two groups were balanced in terms of the number of subjects, both being formed in each of 20 subjects.

The purpose of the study was to identify whether the type or specialization influences the effectiveness of communication Hypotheses:

1. Communication is effective both for boys and girls (by gender, no significant differences in the dimensions of effective communication).
2. Communication is effective both for students of Management specialization, and in the case of the specialization of Accounting and Management Information Systems (depending on the specialization, there are significant differences in the dimensions of effective communication).

The study was structured system-independent experimental dependent variable:

- VI - independent variable (cause) is represented gender or specialization
- VD - dependent variable (effect) is effective communication.

The experimenter gave a briefing all subjects before the questionnaire so that any uncertainty related to the manner of assessment of responses to be annihilated.

Samples that have worked were up by 20 subjects in each group between 19-24 years of age, one consisting of women and other men, students in two specializations, M and AMIS . Samples were its independence.

The instrument used in collection of data was a questionnaire Analysis of Effective Communication, consisting of 30 items with dichotomous answers, presented in Annex 1 .

3. Data Analysis and Results

First we analyzed the potential interdependence between gender and effectiveness of communication , through the four dimensions considered : respect, active listening , problem solving and reciprocity.

After processing the data with SPSS resulting data in the tables below .

Table 1. The mean calculated by gender and size efficient communication

Group Statistics					
	sex	N	Mean	Std. Deviation	Std. Error Mean
ascultare.activa	feminin	20	6,2000	1,05631	,23620
	masculin	20	6,4500	1,05006	,23480
reciprocitate	feminin	20	6,1500	1,26803	,28354
	masculin	20	6,3500	1,38697	,31014
rezolvarea.problemelor	feminin	20	5,2500	1,44641	,32343
	masculin	20	4,8000	1,57614	,35244
respect	feminin	20	5,30	,801	,179
	masculin	20	5,60	1,188	,266

Source: Data processed with SPSS

From Table 1 it can be seen that:

- Listening to feature active , the two areas do not differ significantly , at least mathematically m_1 and $m_2 = 6.45 = 6.2$;
- For mutual communication feature , the two areas do not differ significantly , at least mathematically m_1 and $m_2 = 6.35 , 6.15$;
- For troubleshooting feature , the two areas do not differ significantly , at least mathematically m_1 and $m_2 = 5.25 = 4.80$;

- To feature in communication , the two areas do not differ significantly , at least mathematically m_1 and $m_2 = 5.30 = 5.60$.

Table 2. The values Levene's test for the testing of differences between means

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ascultare activa	Equal variances assumed	,011	,915	-,751	38	,457	-,25000	,33305	-,92422	,42422
	Equal variances not assumed			-,751	37,999	,457	-,25000	,33305	-,92422	,42422
reciprocitate	Equal variances assumed	,303	,585	-,476	38	,637	-,20000	,42021	-1,05068	,65068
	Equal variances not assumed			-,476	37,699	,637	-,20000	,42021	-1,05090	,65090
rezolvarea problemelor	Equal variances assumed	,083	,774	,941	38	,353	,45000	,47835	-,51836	1,41836
	Equal variances not assumed			,941	37,723	,353	,45000	,47835	-,51860	1,41860
respect	Equal variances assumed	3,512	,069	-,936	38	,355	-,300	,320	-,949	,349
	Equal variances not assumed			-,936	33,329	,356	-,300	,320	-,952	,352

Source: Data processed with SPSS

From Table 2 we see that:

- Active listening to feature the significance level (Sig.) For tissue damages Levene is very high (0.915, greater than 0.05), which is why we use to test common variants (Equal variances assumed). In this case, the test t equals -0.751, with 38 degrees of freedom and a probability Sig. of 0.457, higher than 0.05, which shows that between averages of both samples no significant differences. Consequently, both boys and girls communicate efficiently in terms of active listening. And reach the same conclusion by observing the confidence interval for the difference

between the two values. Since the range contains zero eşenatioane conclude that the two do not differ significantly in terms of effective communication through the active listening;

- Reciprocity in communication feature for significance level (Sig.) For tissue damages Levene is very high (0.585, greater than 0.05), which is why we use to test common variants (Equal variances assumed). In this case, the test t equals -0.476, with 38 degrees of freedom and a probability Sig. of 0.637, higher than 0.05, which shows that between averages of both samples no significant differences. Consequently, both boys and girls communicate efficiently in terms of reciprocity in communication. And reach the same conclusion by observing the confidence interval for the difference between the two values. Since the range contains zero eşenatioane conclude that the two do not differ significantly in terms of effective communication in terms of reciprocity in communication;

- For feature Troubleshooting significance level (Sig.) For tissue damages Levene is very high (0.774, greater than 0.05), which is why we use to test common variants (Equal variances assumed). In this case, the test is equal to 0.941 t with 38 degrees of freedom and a probability Sig. of 0.353, higher than 0.05, which shows that between averages of both samples no significant differences. Consequently, both boys and girls communicate efficiently in terms eezolvării problems. And reach the same conclusion by observing the confidence interval for the difference between the two values. Since the range contains zero eşenatioane conclude that the two do not differ significantly in terms of effective communication in terms of solving problems;

- Communication that respect the significance level (Sig.) For tissue damages Levene (0.069) is greater than 0.05, which is why we use to test common variants (Equal variances assumed). In this case, the test is equal to 0.936 t with 38 degrees of freedom and a probability Sig. of 0.355, higher than 0.05, which shows that between averages of both samples no significant differences. Consequently, both boys and girls communicate efficiently in terms of respect in communication. And reach the same conclusion by observing the confidence interval for the difference between the two values. Since the range contains zero eşenatioane we conclude that the two do not differ significantly in terms of effective communication in terms of respect in communication.

Regarding the relationship between specialization and effective communication after data processing SPSS data were obtained in Tables 3 and 4.

Table 3. Mean values calculate depending on the specialization and size efficient communication

Group Statistics					
	specializarea	N	Mean	Std. Deviation	Std. Error Mean
ascultare.activa	M	20	6,3500	1,03999	,23255
	CIG	20	6,3000	1,08094	,24170
reciprocitate	M	20	6,0000	1,16980	,26157
	CIG	20	6,5000	1,43270	,32036
rezolvarea.problemelor	M	20	4,8000	1,36111	,30435
	CIG	20	5,2500	1,65036	,36903
respect	M	20	5,30	,923	,206
	CIG	20	5,60	1,095	,245

Source: Data processed with SPSS

From Table 3 it can be seen that:

- Listening to feature active, the two areas do not differ significantly, at least mathematically m_1 and $m_2 = 6.35 = 630$;
- For mutual communication feature, the two areas do not differ significantly, at least mathematically m_1 $m_2 = 6.00$ and 6.50 ;
- For troubleshooting feature, the two areas do not differ significantly, at least mathematically m_1 $m_2 = 4.80$ and 5.25 ;
- To feature in communication, the two areas do not differ significantly, at least mathematically m_1 and $m_2 = 5.30 = 5.60$.

From Table 4 we see that:

- Active listening to feature the significance level (Sig.) For tissue damages Levene is very high (0.781, greater than 0.05), which is why we use to test common variants (Equal variances assumed). In this case, the test is equal to 0.149 t with 38 degrees of freedom and a probability Sig. of 0.882, higher than 0.05, which shows that between averages of both samples no significant differences. Consequently, both students of specialization and the Management of Accounting and Management Information Systems communicate efficiently in terms of active listening. And reach the same conclusion by observing the confidence interval for the difference between the two values. Since the range contains zero samples conclude that the two do not differ significantly in terms of effective communication through the active listening;
- Reciprocity in communication feature for significance level (Sig.) For tissue damages Levene is very high (0.339, greater than 0.05), which is why we use to test common variants (Equal variances assumed). In this case, the test is equal to 1 209 t with 38 degrees of freedom and a probability Sig. of 0.234, higher than 0.05, which shows that between averages of both samples no significant differences. Consequently, both students of specialization and the Management of Accounting and Management Information Systems communicate efficiently in terms of reciprocity in communication. And reach the same conclusion by observing the confidence interval for the difference between the two values. Since the range contains zero samples conclude that the two do not differ significantly in terms of effective communication in terms of reciprocity in communication;
- For feature Troubleshooting significance level (Sig.) For tissue damages Levene is very high (0.292, greater than 0.05), which is why we use to test common variants (Equal variances assumed). In this case, the test t equals -0.941, with 38 degrees of freedom and a probability Sig. of 0.353, higher than 0.05, which shows that between averages of both samples no significant differences. Consequently, both boys and girls communicate efficiently in terms of solving problems. And reach the same conclusion by observing the confidence interval for the difference between the two values. Since the range contains zero samples conclude that the two do not differ significantly in terms of effective communication in terms of solving problems;
- Communication that respect the significance level (Sig.) For tissue damages Levene is high (0.503 , greater than 0.05) , which is why we use to test common variants (Equal variances assumed) . In this case , the test t equals -0.936 , with 38 degrees of freedom and a probability Sig. of 0.355 , higher than 0.05, which shows that between averages of both samples no significant differences . Consequently , both boys and girls communicate efficiently in terms of respect in communication. And reach the same conclusion by observing the confidence interval for the difference between the two values . Since the range contains zero samples we conclude

that the two do not differ significantly in terms of effective communication in terms of respect in communication.

Table 4. Lavene test values for the significance of differences between means

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ascultare activa	Equal variances assumed	,079	,781	,149	38	,882	,05000	,33541	-,62900	,72900
	Equal variances not assumed			,149	37,943	,882	,05000	,33541	-,62904	,72904
reciprocitate	Equal variances assumed	,938	,339	-1,209	38	,234	-,50000	,41359	1,33726	,33726
	Equal variances not assumed			-1,209	36,538	,234	-,50000	,41359	1,33836	,33836
rezolvarea problemelor	Equal variances assumed	1,140	,292	-,941	38	,353	-,45000	,47835	1,41836	,51836
	Equal variances not assumed			-,941	36,671	,353	-,45000	,47835	1,41952	,51952
respect	Equal variances assumed	,458	,503	-,936	38	,355	-,300	,320	-,949	,349

Source: Data processed with SPSS

4. Conclusions and final assessments

After analyzing the data we found that confirmed both hypotheses of the study, namely:

1. Gender does not influence the effectiveness of communication, regardless of its size;
2. Specialization does not influence the effectiveness of communication, regardless of its size.

Lavene both test and confidence intervals for the differences between the averages confirm the hypothesis of the study, the differences between the averages are not significantly different.

In other words, regardless of size below which we approached this effective communication was not influenced neither gender nor specialization. So both boys and girls, both students at specialized M as those of specialization AMIS prove as effective communication.

We propose all research on the subject, to increase the number of subjects to see if differences between environments are more obvious results are thus statistically significant. At

the same time, we continue analyzing the effectiveness of communication by age groups, applied the same subjects along after you have completed undergraduate studies and undertook to observe whether the effectiveness of communication is modified outside the context of their existence .

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Questionnaire

Carefully read and appreciate TRUE / FALSE the following statements , as is characteristic of you . Mark with X the relevant option .

You can express your honest views , opinions, suggestions , since you will not sign this questionnaire. We study your privacy and will present all results without specifying names.

Relying on honesty , intelligence and spirit of your analysis questions please answer this questionnaire . Thank you!

The communication efficiency teacher-student	TRUE	FALSE
1. In my class , teachers patiently explain the class rules		
2. Our teachers advise us when we have problems		
3. Teachers set the rules jointly with students		
4. In my class, every student is supported and encouraged to speak.		
5. Our class works as a team because of communication (effective) between teachers - students		
6. Teachers require students intervention when problems arise		
7. Students are listening carefully by teachers		
8. Always teachers help us identify the problem in a tense situation		
9. When you have a conflict with the teacher, he is willing to negociate		
10. In our class we are respected views		
11. Teachers grade students do not impose its own terms		
12. Teachers empathizes with students in class		
13. Every semester, there is a parents - teachers meeting - students		
14. In my class , teachers are interested in particular conditions (social, economic , family environment , etc.) of each student .		
15. Teachers encourage us to be cohesive , united in the class		
16. The teacher is careful about what you say student		
17. Professor respond promptly when students ask her help		
18. It asks for your opinion when there are inappropriate behaviors of students		
19. Reword said what the student in a way that showed him he understood		

20. Professor express their dissatisfaction with the student's inappropriate behavior , particularly.		
21. Students provide feedback often in discussions with teacher		
22. Professor express so I understand what you say		
23. Professor criticize the behavior , not the person		
24. The teacher gives the student a chance to correct wrong when responding		
25. The teacher asks questions to understand the situation that sits behind a conflict between students		
26. The teacher has an attitude that proves the respect of students , willingness to communicate, interest		
27. The teacher confirmed that he understood the problems, anxieties , concerns students reformulating their words		
28. The teacher expects students to enable them to seek ideas and talk		
29. Professor permanently maintain eye contact with students		
30. The teacher asks questions in a tone adequate warm and gentle students to learn accurate information		

Age.....

Sex.....

Specialization.....