

Assessing Faculty Members' Effective Communication Skills About Their Attitudes, And Students' Academic Achievement

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Abstract

Research Summary:

The current study aimed to know the reality of the teaching performance of faculty members in the Deanship of the Preparatory Year and Supportive Studies considering effective communication skills, and their attitudes towards using these skills in teaching. The study sample included about (294) students from the Deanship of the Preparatory Year and Supportive Studies in the second semester. From the academic year 2022-2023 AD, the results of the study were as follows:

First: Regarding the first question: "What is the reality of the use of effective communication skills by faculty members at the Deanship¹ of the Preparatory Year and Supporting Studies: The results of the study showed that faculty members use effective communication skills in its three fields, which are written, verbal, and non-verbal communication skills, to a moderate degree, where communication skills came in moderate." Written skills came in first place with the highest average of (3.33), followed by non-verbal communication skills with an average of (3.32), while verbal communication skills came in last place with an average of (3.26).

Second: Regarding the second question: "Does the evaluation of effective communication skills (written, verbal, and non-verbal) of a faculty member in the Deanship of the Preparatory Year and Supporting Studies differ according to his scientific specialization?" The study results showed that there were no statistically significant differences at the significance level (0.05) attributable to specializing in all skills.

Third: Regarding the third question: "What are the attitudes of the faculty members of the Deanship of Preparatory Year and Supporting Studies towards using effective communication skills in teaching?" The study results showed that the faculty members have a high positive attitude towards using effective communication skills in teaching. Considering the findings of the current study; The researcher presented a set of

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recommendations, including: the need to work on holding training courses, scientific seminars, and seminars, and providing advisory services; To develop the teaching skills of the Deanship's faculty members, the most prominent of which are effective communication skills.

Introduction:

Education in general and higher education in particular are considered one of the most important foundations upon which nations and societies rely in their renaissance and progress, and one of the most prominent tools used in confronting changes and transformations at the Arab and global levels, and one of the main means used in achieving sustainable development, through the functions carried out by universities, It offers specialized and diverse academic programs, teaching activities and scientific research in various fields.

In the last quarter of the last century, higher education has witnessed a qualitative transformation in the methods, patterns, and fields of education because of the development of educational technologies, the explosion of knowledge, and the increase in the number of people enrolled in university studies. Therefore, higher education has become more required than ever to work on human investment with the maximum possible energy, and In order to develop human resources and create new specializations that suit the requirements of the times. (Shinde, S. & Shinde, M, 2022, p:2).

Experts in the field of quality in higher education highlighted the importance of faculty members as a fundamental pillar of the quality system, and they are responsible for achieving many standards for the quality of education, as they represent the most important inputs by virtue of their roles and the quality of the outputs depends on the extent of their quality. (Shinde, S. & Shinde, M, 2022, p:5). (Morrison-Thomas, 2023, p: 15)

One of the factors that contribute to activating the role of the faculty member in the educational process is that he or she is proficient in the communication process, given that communicators employ their communication skills, knowledge, and social and cultural backgrounds to formulate their messages in ways that distinguish them from others.

(Reith, 2022, p: 7)

The quality of communication depends on the quality of the educational process and the quality of the relationship between the faculty member and the course, between the student and the course, and between the student and the faculty member.

To demonstrate the importance of applying communication skills in the teaching process, Watrubat & Wright summarized the results of twenty-one studies, which were applied to a different group of students. They were asked to identify the characteristics of an effective faculty member. Among the characteristics that were repeated in this study more than others were skills. Good communication (Watrubat & Wright, 2022).

As a result of all of that, this study came to shed light on this important aspect of the faculty member's personality and teaching performance, which is effective communication skills by evaluating the performance of faculty members considering effective communication skills. This was based on the students' point of view, because universities rely on There is a lot of emphasis on student evaluation of the effectiveness of teaching as one of the most common methods for evaluating the effectiveness of university teaching, and universities that give great weight to students' evaluations of the effectiveness of teaching and rely on them in order to make very important decisions related to the job performance of faculty members, such as tenure, promotion, termination of service, etc., etc. As well as using it for development purposes (Bryant, 2023, p: 247)

The Study Problem:

The basic building block upon which the educational science at the university is based is the faculty member, which requires continuous development and training, starting with diagnosing the teaching reality of the faculty member to know the needs and determine the skills and competencies that constitute a priority for him and an urgent need for the educational institution in which he works.

The effectiveness of a faculty member contributes - significantly - to improving educational outcomes, and one of the most prominent skills that constitute this effectiveness is the use of effective communication skills with his students, given the impact these skills have on educational outcomes, increasing the student's effectiveness, and facilitating the means for him to master the scientific material.

Therefore, this study came to reveal the reality of using effective communication skills by faculty members of the Deanship of the Preparatory Year and supporting studies and the impact of this on their students.

This study gains its importance from the scarcity of studies and research that have dealt with effective communication skills among faculty members in Saudi universities, which confirms the importance of conducting this type of study.

The problem can be identified with the following main question: What is the reality of the performance level of faculty members at the Deanship of the Preparatory Year and Supporting Studies in effective communication skills with students? What are their attitudes towards using it with them?

Study questions:

The study sought to answer the following questions:

- 1- What is the reality of the use of effective communication skills by faculty members at the Deanship of the Preparatory Year and Supporting Studies from the point of view of their students?
- 2- What are faculty members' attitudes in the Deanship of Preparatory Year and Supporting Studies towards using effective communication skills in teaching students?
- 3- What is the effect of specialization on the use of effective communication skills?

Objectives of the study:

The study sought to achieve the following objectives:

- 1- Identifying the reality of the practice of the faculty members of the Deanship of the Preparatory Year and the supporting studies of effective communication skills from the point of view of their students.
- 2- Identifying faculty members' attitudes towards practicing effective communication skills.
- 3- Determine the relationship between the reality of the faculty member's use of effective communication skills and his scientific specialization.
- 4- Revealing the most prominent effective communication skills that help the faculty member improve the teaching process and the quality of the outputs.

the importance of studying:

The importance of the current study is crystallized as follows:

1- This study is considered a response to the modern trends of Imam Abdul Rahman bin Faisal University, to which the Deanship of the Preparatory Year and Supporting Studies is affiliated, towards achieving comprehensive quality standards. The most prominent of these standards is achieving the quality of educational outcomes represented by a graduate who can compete in the labor market.

2- What contributes to achieving these standards is the faculty member's effectiveness and his possession of communication skills that contribute to improving educational outcomes.

3- The study also gains its importance from the position of the faculty member, as he represents the most important components of the educational process and plays a prominent role in raising the level of the student's academic and applied achievement, increasing the student's motivation to learn, simplifying the scientific material, and facilitating ways to achieve its goals.

4- Highlighting effective communication skills and their positive effects on the teaching process and the level of performance of the faculty member.

5- Providing the Arabic library and educational literature with two standards, one for effective communication skills, and the other for the trend towards using effective communication skills in teaching.

6- The importance of the study also lies in the results it will produce that may benefit faculty members to develop their effective communication skills while practicing the teaching process.

7- Many Saudi universities, including King Saud University, King Abdul Aziz University, Imam Abdul Rahman bin Faisal University, and others, have begun to shed light on effective communication skills among faculty members, and to hold training courses for them to contribute to acquiring these skills, which indicates their importance and effects. Educational approach to the overall educational process in universities.

8- The results of this study indicate the impact of effective communication skills on stimulating students' motivation, attracting their attention towards learning, and adding an atmosphere of fun and excitement to the educational process, which in turn contributes to improving the educational process.

9- In addition to teaching the subject of communication skills to preparatory year students at Imam Abdul Rahman bin Faisal University, the researcher is also a supervisor of the Academic Development Unit at the Deanship of the Preparatory Year and Supporting Studies. Therefore, the results of this study can be used in preparing training programs and courses to develop effective communication skills. With faculty members at Imam Abdul Rahman bin Faisal University.

Study hypotheses:

The hypotheses of this study are summarized in the following hypothesis:

The performance of faculty members in effective communication skills is expected to be low.

The limits of the study:

The results of the current study are determined by the following limits:

1- The study was limited to a representative sample of (294) male students from the Deanship of Preparatory Year and Supporting Studies who are registered and regular in the second semester of the academic year 2022-2023 AD, due to the difficulty of selecting a sample of female students and applying the tools under the supervision of the researcher, as well as the distance of their places of study.

2- The study included three sections on effective communication skills: written communication skills, verbal communication skills, and non-verbal communication skills, as they represent the main aspects of effective communication skills.

Terminology of study:

1. Effective communication skills: Abu Bakr and Al-Baridi see it as: “a series of complex, purposeful, mental, cognitive, psychological and procedural processes, to achieve common benefits between several parties that require creating a framework of effective communication, using specific symbols and tools to ensure the quality of its outputs, inputs and processes.” (Abu Bakr and Al-Baridi, 2020, 48)

In the current study, it means: “the degree to which a faculty member practices the written, verbal, and non-verbal communication skills that appear through the study tool.”

2. Direction:

What is meant by the trend in the current study is: “the response of male faculty members in the Deanship of the Preparatory Year and Supporting Studies with acceptance or rejection of the use of effective communication skills in teaching, and this is identified by the score that each of them obtains by answering the scale used in the current study.”

Theoretical framework

(Effective communication skills in university teaching)

The faculty member is the first nucleus in the educational process, whether a teacher or a researcher. The efficiency and effectiveness of universities in fulfilling their functions and achieving their goals depends on several factors, the most important of which is the efficiency of the performance of their faculty members, who are viewed as the heart of the university education system and on whom their success or failure depends (Al-Asmar 2021, p. 236).

There is agreement that the quality of the academic process can only be developed by the body that carries it out, and unless the faculty members themselves undertake the professional development process, the process of enhancing student learning will not improve (Remacle & etal, 2023, p: 26).

This is consistent with global trends in developing education, in which the educational institution is the starting point for developing education, which is called School-Centered Reform and University-Centered Reform.

Despite the diversity of the educational skills and competencies of a faculty member, whether they are scientific competencies, educational competencies, or personal competencies, there is a type of skill that does not receive much attention despite its effectiveness and multiple effects. These are communication skills, which are an effective tool in teaching, development, and change. Therefore, the faculty member's possession of communication skills has become one of the necessary requirements for the teaching process and continuity of communication between students and the faculty member during the educational process. others,2023) &(Dorrestein

Language is one of the most prominent means of communication, but it is not the only system or behavior that humans use to communicate with others. There are non-linguistic behavioral systems and patterns that accompany or support it.

(Knapp & Hall, 2023, p5)

Communication skills are divided into three main sections: verbal, non-verbal, and written. Verbal communication includes the clarity of the voice and the diversity of its tones, supporting it with accompanying means, choosing the content of the speech, its content, and the appropriate time for the speech. Non-verbal communication is linked to body movements and consists of actions, Gestures, body movements, and sign language, while written communication includes choosing the topic, identifying the recipient, his characteristics, and needs, and organizing the written material in a form that can be received and understood. (Reith & Montgomery, 2022, P: 69)

Diversifying the tone, stopping at some words and phrases, asking some questions, mentioning relevant facts and stories in the context of the topic, along with the use of signs and movements, all of this helps the faculty member succeed in achieving his goals, and makes him interesting in his presentation and attractive in his style. (Jansen & others, 2023, p:23)

The method of delivering and lecturing is one of the most common teaching methods practiced by faculty members, as indicated by the study of Al-Arini (2022), which showed that (88.2%) of the study sample confirmed that the method of delivering and lecturing is the most common among faculty members, and it usually takes the form of Specifically, based on a faculty member delivering the lecture topic, interspersed with a portion of dialogue and discussion. By improving this method and developing it using effective communication skills, teaching becomes more effective, productive, and positive, and reduces many of the negatives that result from the traditional lecture method.

Using communication skills in teaching can achieve many goals, including transferring knowledge and experiences, presenting ideas, modifying behavior, forming convictions, inclinations, and trends, exchanging feelings and feelings, and spreading awareness and culture (Attiya, 2020, p. 70).

Suwaidan reported a study that aimed to know the most important characteristics of an effective teacher from the point of view of teachers and trainers. Communication skills were among the most prominent characteristics mentioned, as (60%) of the study sample indicated that they were important to them (Suwaidan, 2022, p. 3).

Due to the importance of communication skills, many universities have held training programs related to communication skills, to enable faculty members to master these skills and employ them in their teaching, including King Saud University, King Abdulaziz University, and Imam Abdul Rahman bin Faisal University.

Many universities use student evaluation as a source of evaluation, and it ranks second after the evaluation of department heads in terms of importance as a source of information about teaching performance. One of the advantages of student evaluation of a faculty member is that it has a high degree of reliability and validity. Because students are closer to their teachers and more capable of evaluating the scientific material presented to them.

(Ernstmann, & etal. 2022)

The recommendations of the symposium of elite faculty members in higher education institutions approved the adoption of student evaluation as one of the evaluation methods used by the faculty member. (Abdul Razzaq, 2019, p. 210)

Previous studies:

Through the researcher's extrapolation of previous studies, research, seminars, conferences, and literature, it became clear that there are some studies that have dealt with an aspect of communication skills, such as writing and reading skills, or non-verbal communication skills. It also became clear that there are studies conducted in the field of faculty member competencies, and that there are studies that have dealt with some methods

and methods. Training and education techniques used by faculty members, and the researcher discusses them as follows in chronological order:

(Golden Meadow, 2023) conducted a study concerned with identifying the effect of the teacher's manual signals on the mental process of learning mathematics, and the results showed that students were able to repeat the teacher's speech that matched the enhanced signals, and they were less able to repeat speech in which signs were not used.

Al-Arini (2023) conducted a study aimed at identifying the extent of the availability of non-verbal communication skills among the teaching staff in the College of Science at Imam Abdul Rahman bin Faisal University from the students' point of view and its relationship to some variables. The results showed the availability of non-verbal communication skills among the teaching staff in the College of Science. At Imam Abdul Rahman bin Faisal University, with a moderate degree, while there were no significant differences in the extent of the availability of non-verbal communication skills among the teaching staff according to the variable of specialization and the student's cumulative GPA, while differences were found according to the variable of the academic year in favor of the fourth year.

(Wotruba & Wright, 2022) conducted a study that summarized twenty-one studies that were applied to different groups of students who were asked to identify the characteristics of an effective faculty member. The results of this study showed that among the characteristics that most of these studies focused on were good communication skills.

(Abdel Fattah Abi Mawlood and Ghanem Fatima: 2022) conducted a study aimed at knowing the extent of the availability of communication skills among faculty members in the College of Education at Yarmouk University from the students' point of view. The results showed that communication skills were available to a moderate degree, and the listening skill came in first place, followed by writing skills, then reading, then speaking. The results also showed that there were statistically significant differences in the extent of the availability of communication skills among faculty members according to the academic level in favor of fourth-year students, and the presence of statistically significant differences according to gender in favor of females.

Jihad Alaa Al-Din (2022) conducted a study aimed at revealing the extent of the prevalence of learner-centered practices among faculty members in Jordanian universities. It also aimed to clarify the importance of the learner-centered teaching approach in university education. The results found that a percentage of (22.52%) of faculty members The teaching staff who indicated that they always practice learner-centered methods, compared to (35%) who indicated that they never practice this method, and it became clear that there were no statistically significant differences between the faculty members attributable to the university, academic rank, or gender, while there were statistically significant differences attributable to The quality of the deanship's specialization, as it was found that faculty members in humanities colleges practice this method to a higher degree than scientific colleges.

Al-Subaie (2018) conducted a study that aimed to identify the reality of faculty members' practice of effective teaching methods and their attitudes towards practicing them, and to determine the requirements for their use in universities in the Gulf Cooperation Council countries. The results showed that the most common effective teaching method practiced by faculty members in universities in the Gulf Cooperation Council countries is the method. Discussion and dialogue, and the teaching method based on educational techniques. The less common effective teaching methods are the programmed teaching method, the field method, the teaching method based on concept maps, the teaching method based on cooperative learning, and the practical (experimental) teaching method. The results also showed that there are There is a fairly high positive trend among faculty members in some universities in the Gulf Cooperation Council countries towards practicing effective teaching methods, and the most prominent requirements for using effective teaching

methods are the availability of modern devices and technologies in the classrooms, the provision of technical support and continuous maintenance for them, and the appropriate space of the classrooms for the number of students.

Review of Literature:

It is noted that previous studies have dealt with evaluating the performance of faculty members from different aspects. Including effective teaching methods and methods, the characteristics of an effective faculty member, and the availability of educational competencies and teaching skills among faculty members. It is also noted that there are few studies that dealt with evaluating the performance of faculty members considering effective communication skills, which constituted a strong motivation for conducting a study dealing with evaluating the performance of faculty members considering effective communication skills, and this is what distinguishes the current study from other studies. The current research has benefited from previous studies in the theoretical framework, building tools, and comparing results.

Study methodology and procedures:

Given the nature of the current study, which is concerned with evaluating the level of performance of faculty members at the Deanship of the Preparatory Year and studies supporting effective communication skills, and knowing their attitudes towards using them with students, the descriptive survey method was relied upon, in order to obtain the necessary data, and then analyze and interpret it to reach results that contribute In achieving the goal of the study.

*** Study population and sample:**

The original population of the study for evaluating faculty members consists of all male students in the Deanship of the Preparatory Year and Supporting Studies affiliated with Imam Abdul Rahman bin Faisal University, who are registered in the second semester of the academic year (2022-2023 AD), as their number reached (1200) students, distributed among All tracks approved in the deanship, which are the health, engineering, and scientific tracks.

The study sample consisted of (294) students, who were randomly selected using a stratified method. The population was divided into classes according to specialization (track), and the division of each specialization was determined, and a random sample was chosen from these divisions, where the unit of selection was the division, as shown in the following table:

Table (1) Distribution of study population members and sample according to specializations

N	Track	Community	Sample	Group number
1	Health	470	99	2
2	Engineering	430	99	2
3	Science	300	96	2
	total	1200	294	6 groups

As for the study population to measure the attitudes of faculty members towards using effective communication skills in teaching, it may consist of all male faculty members in the Deanship of the Preparatory Year and Supportive Studies (Saudis and contractors) in the second semester of the academic year (2022-2023 AD), their number was (99).) members, distributed among all departments of the deanship, and faculty members sent to complete their graduate studies were excluded.

Due to the small number of faculty members in the study community, the researcher was keen to select all members of the study community to measure their attitudes toward using effective communication skills in teaching. The researcher obtained (69) valid questionnaires out of a total of (70) that were distributed to the faculty members in a ratio of (70%) of the study population.

Tools of Analysis

To achieve the objectives of the current study, the researcher prepared two tools: one was a questionnaire that included effective communication skills, in light of which the performance of faculty members at the Deanship of the Preparatory Year and Supporting Studies was evaluated from the students' point of view, and the other was a measure of faculty members' attitudes toward using effective communication skills in teaching, and the researcher adopted In designing the two tools, we relied on educational literature, references, and previous studies related to the subject of the study, and took the opinions of specialists in education, psychology, educational measurement, and curricula.

First: A tool for measuring effective communication skills:

The relevant literature and previous studies were reviewed, and the opinions of experts and specialists were taken with the aim of identifying effective communication skills. In light of this, a questionnaire was prepared that included these skills, which in its initial form consisted of (48) items, distributed over three areas: Written communication skills, which included: (14) items, verbal communication skills, which included (20) items, and non-verbal communication skills, which included (14) items, and each item corresponds to (5) response levels, each of which accepts a score according to the five-point Likert scale, which are: (strongly agree (5) degrees, Agree (4) degrees, Neutral (3) degrees - Disagree (2 degrees) Strongly disagree (1 degree)

Validity of the tool: To verify the validity of the tool, it was presented to a group of arbitrators consisting of (12) arbitrators who specialize in communication skills, curricula, teaching methods, measurement, evaluation, and educational psychology. They were asked to judge the suitability of each statement, its clarity, the accuracy of its wording, and the extent to which each statement belongs to their field, and to express any comments or suggestions they deem appropriate. Considering the arbitrators' opinions and suggestions, three paragraphs were deleted, and some paragraphs were modified so that the tool consisted of (45) items. The arbiters' approval of the tool's paragraphs (the questionnaire) is considered evidence of its validity.

Stability of the tool: To verify the stability of the tool, it was applied to a sample of (50) students from the study population - other than the study sample group - and after transcribing the data, the reliability coefficient was calculated using the internal consistency coefficient (Cronbach Alpha), as shown in the following table:

Table (2) Reliability coefficient for the dimensions of the tool and the complete tool

Reliability coefficient (Cronbach's alpha)	Study Dimensions
Written communication skills	0.87
Verbal communication skills	0.87
Nonverbal communication skills	0.88
The totality of the tool	0.96

It is clear from the previous table that the reliability of the tool ranged from (0.87) to (0.88) for its dimensions, and that the reliability of the tool reached (0.96), which makes us trust the tool and use it as a scientific tool in the current study.

The discrimination coefficients were calculated for each paragraph of the questionnaire, where the discrimination coefficient for all paragraphs exceeded (0.40) with the exception of four paragraphs, which were deleted, so that the tool in its final form consisted of (41) items distributed as follows: written communication skills (12) items, verbal communication skills (16) items, non-verbal communication skills (13) items, and by verifying validity and reliability, the tool became suitable for application and for collecting data for the study.

Second: Measure of the trend towards effective communication skills:

This scale was concerned with identifying the attitudes of faculty members at the Deanship of Preparatory Year and Supporting Studies towards using effective communication skills in teaching. To prepare the scale, several attitude scales contained in educational literature and previous studies were reviewed.

The self-report method was used, in which a specific stimulus is presented associated with three situations, each of which corresponds to a degree: positive attitude (three degrees), neutral attitude (two degrees) and negative attitude (one degree), so that the faculty member responds to what suits him, and consideration was taken in The formulation of the scale items should include cognitive, behavioral and emotional aspects that represent the components of the attitude.

Considering the opinions of experts and specialists, three main dimensions of the scale were identified: feeling the importance of effective communication skills in teaching, interest in using effective communication skills in teaching, and enjoyment when using effective communication skills in teaching. The scale in its initial form consisted of (24) items.

Validity of the measure of attitude towards effective communication skills:

After preparing the scale in its initial form, it was presented to a group of specialists in measurement, evaluation, educational psychology, curricula, and teaching methods. Their number reached (eight) specialists, and based on their suggestions and observations, four paragraphs were deleted, and some paragraphs were modified so that the scale in its final form consisted of (20). paragraph, distributed among the dimensions of the scale as follows.

Table (3): Dimensions of the attitudes scale and the items that represent them.

N#	Study Dimensions	Item numbers
1	Feeling the importance of effective communication skills in teaching	1,2,3,6,11,12,16,17,18
2	Paying attention to using effective communication skills in teaching	4,7,9,13,15,19,20
3	Feeling enjoyment when using communication skills in teaching	5,8,10,14

Reliability of the measure of attitude towards effective communication skills: The measure was applied to a survey sample of faculty members at the Deanship of the Preparatory Year and Supporting Studies, which amounted to (20) members who were later excluded from the study sample. The reliability coefficient of the measure was calculated using the (Cronbach) equation, which amounted to (0.81). It is a high and reliable coefficient, which makes us confident in using the scale as a tool in the current study.

Study application procedures:

After preparing the two study tools and drafting them in their final form, they were applied to the study sample at the end of the second semester of the university year (2022-2023 AD) according to the following steps:

1. The researcher obtained the approval of the deanship administration to conduct the study, and obtained lists showing the numbers of students, classes, dates, and teachers from the deanship's agency for academic affairs.
2. The study sample was determined, and the tool was applied in coordination with the faculty members who teach the subjects chosen for application.
3. The researchers themselves distributed the questionnaire to the students while they were in the lecture halls, and the idea of the study was explained, and its goal was how to answer the questionnaire. The questionnaires were received from the students immediately after completing them. The number of questionnaires reached (302), and (eight) were excluded. Questionnaires because they were not suitable for analysis, bringing the number of questionnaires retrieved and analyzable to (294).
4. Regarding the attitude scale, the researcher interviewed the faculty members, to distribute the scale to them, and to clarify the idea and goal of the study and how to answer it.

Statistical processing:

To conduct statistical analysis of the data, the researcher converted the qualitative response into a quantitative response, as explained previously, and the degree of strength and weakness of the students' answers to the paragraphs of the study tool was determined, according to the opinion of the experts and arbitrators, as follows:

Table No. (4): Criterion for determining the availability of skills.

From	To	Availability
1	1.49	Very weak
1.5	2.49	Weak
2.5	3.49	Medium
3.5	4.49	Large
4.5	And more	Very large

The results were determined using arithmetic means and standard deviations and conducting a one-way analysis of variance (ANOVA) for the specialization variable.

Study results: The results will be presented according to the order of the study questions as follows:

First: Results related to the first question:

The question stated: "What is the reality of the use of effective communication skills by faculty members at the Deanship of the Preparatory Year and Supporting Studies?"

To answer this question, the arithmetic means, and standard deviations of the effective communication skills used by faculty members at the Deanship of the Preparatory Year and Supporting Studies were extracted, and the following table shows this.

Table (5) Arithmetic means and standard deviations for effective communication skills used by faculty members at the Deanship of the Preparatory Year and Supporting Studies, arranged in descending order according to Arithmetic averages

Rank	No	Skill	Mean	Standard Deviation	Range
1	1	Written communication skills	3.33	.69	Medium
2	3	Nonverbal communication skills	3.32	.66	Medium

3	2	Verbal communication skills	3.26	.69	Medium
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It is clear from the previous table that the arithmetic averages ranged between (3.26-3.33), where written communication skills came in first place with the highest arithmetic average of (3.33), followed by non-verbal communication skills with a arithmetic average of (3.32), and verbal communication skills came in ranked second. The latter had an arithmetic average of (3.26).

Arithmetic means and standard deviations were calculated for the study sample members' estimates on the items of each skill separately and were as follows.

1. Written communication skills:

Table (6) Arithmetic means and standard deviations for the written communication skills items Sorted in descending order according to arithmetic averages.

Rank	No	Item	Mean	Standard Deviation
1	8	Written statements are free of grammatical errors.	3.74	1.11
2	1	The course professor writes the basic points of the lecture topic on the blackboard.	3.73	.99
3	2	He writes the scientific material on the board in easy, clear terms.	3.54	1.08
4	3	Write down lecture ideas sequentially.	3.51	1.09
5	10	The course is presented with paper-based scientific material (memo) that is characterized by clarity and ease.	3.51	1.17
6	12	He writes the scientific material in a way that enables students to see it clearly.	3.51	1.17
7	11	It links the written scientific content with the spoken scientific content of the lecture topic.	3.45	1.01
8	9	The biblical emphasis is based on specific ideas.	3.42	.94
9	7	He uses different colors to write on the board.	3.19	1.33
10	6	Uses illustrations and shapes to illustrate the idea.	2.98	1.16
11	5	Provides written feedback on the activities, questions, and assignments the student completes.	2.88	1.13
12	5	He uses modern technical means in writing such as (smart board, computer, transparencies...)	2.44	1.34
		Written communication skills	3.33	.69

It is clear from the previous table that the arithmetic averages ranged between (2.44 - 3.74), where Paragraph No. (8), which states: "Written expressions are free of linguistic errors," came in first place, with a arithmetic average of (3.74), followed in second place by

Paragraph No. (1), which reads: “The course professor writes the basic points of the lecture topic on the blackboard, with a mathematical average of (3.73), followed in third place by Paragraph No. (2), which reads: ‘He writes the scientific material on the blackboard in easy, clear terms, with a mathematical average of (3.54),’ while it came Paragraph No. (4), which reads, “Uses modern technological means in writing such as (smart board, computer, transparencies....)” ranked last, with a mean of (2.44), and the mean of written communication skills as a whole was (3.33).

2. Verbal communication skills:

Table (7) Arithmetic means and standard deviations for the verbal communication skills items. Sorted in descending order according to arithmetic averages:

Rank	No	Item	Mean	Standard Deviation
1	1	The course professor has a clear, audible voice	3.85	1.04
2	15	When he speaks, he shows a great deal of knowledge and mastery of his scientific subject	3.57	1.03
3	10	Shows interest in student participation during the lecture	3.52	1.09
4	3	When speaking, he chooses easy, clear words and sentences	3.50	1.02
5	7	He uses correct scientific language when talking to students	3.47	1.13
6	5	Provides practical examples to illustrate the content	3.45	1.03
7	6	When speaking, he shows a great deal of preparation and readiness for the lecture	3.40	1.05
8	14	Provides verbal feedback for the student's answer	3.19	1.08
9	8	Chooses the student's favorite words when addressing him	3.17	1.17
10	4	He changes his tone of voice according to the educational situation	3.14	1.22
11	9	He uses exclamation, questioning, and denouncing methods while speaking to clarify ideas	3.14	1.10
12	11	He uses humor and fun while speaking	3.05	1.22
13	13	During the lecture, he avoids reading texts from the book or notes	3.00	1.23
14	16	He ends his lecture with a verbal conclusion related to the topic of the lecture	3.00	1.26
15	12	It works to attract students' attention with positive stimuli: story, humor, and kindness.	2.93	1.25
16	2	He begins his speech with an interesting opening (story, problem, question,)	2.73	1.23
		Verbal communication skills	3.26	.69

It is clear from the previous table that the arithmetic averages ranged between (2.73-3.85), where Paragraph No. (1), which states “The course professor has a clear, audible voice,” came in first place, with a arithmetic average of (3.85), followed in second place by Paragraph No. (15), which reads: “When he speaks, he shows a great deal of knowledge and mastery of his knowledgeable subject” with an arithmetic average of (3.57), followed by third place, Paragraph No. (10), which reads: “He shows interest in the student’s participation during the lecture” with a arithmetic average of (3.52), while it came in third

place. Paragraph No. (2), which reads, “He begins his speech with an interesting opening (story, problem, question....)” ranked last, with a mean of (2.73), and the whole mean of verbal communication skills was (3.26).

3. Nonverbal communication skills:

Table (8) Arithmetic means and standard deviations for non-communication skills items.

Verbal numbers are arranged in descending order according to their arithmetic averages:

Rank	No	Item	Mean	Standard Deviation
1	6	During the lecture, he distributes his gaze in all directions	3.84	.99
2	2	He is keen to adhere to lecture times	3.73	.99
3	8	He uses hand movements to illustrate his ideas	3.60	.97
4	11	Shows interest in the speaker when he speaks	3.51	1.13
5	9	He takes an appropriate pause while speaking to indicate the importance of the idea	3.43	1.04
6	7	He shows a degree of enthusiasm and energy while teaching	3.36	1.05
7	13	He moves around the classroom naturally according to the educational situation	3.32	1.11
8	5	He enjoys a positive relationship with his students	3.28	1.14
9	12	He performs the tangible representation of abstract things	3.21	1.10
10	1	The course professor is jovial during the lecture	3.14	1.22
11	10	He uses non-verbal stimuli such as gestures and body movement to explain his ideas	3.08	1.07
12	4	He avoids sitting on the chair while giving the lecture	3.04	1.21
13	3	He uses educational means in his teaching (projector, computer, transparencies...)	2.61	1.26
		Nonverbal communication skills	3.32	.66

It is clear from the previous table that the arithmetic averages ranged between (2.61-3.84), where paragraph No. (6), which states, “He distributes his gaze in all directions during the lecture,” came in first place, with an arithmetic average of (3.84), and it came in second place. Paragraph No. (2), which reads, “He is careful to adhere to lecture times,” with a mean of (3.73), and Paragraph No. (8) came in third place, which reads, “He employs hand movements to clarify his ideas,” with a mean of (3.60). Paragraph No. (8) came in third place, which reads, “He uses hand movements to clarify his ideas.” With a mean of (3.60), Paragraph No. (2) came in third place, which reads, “He uses hand movements to clarify his ideas.” With a mean of (3.60), Paragraph No. (2) came in third place. Projector, computer, transparencies....) ranked last with an arithmetic average of (2.61). The whole arithmetic average for nonverbal communication skills was (3.32).

Second: Results related to the second question:

The question stated: “Does the evaluation of the effective communication skills (written, verbal, and non-verbal) of a faculty member in the Deanship of the Preparatory Year and Supportive Studies differ depending on his scientific specialization?”

To answer this question, the arithmetic means, and standard deviations were extracted for the faculty members’ evaluation of effective communication skills (written, verbal, and

non-verbal) according to the variable of their scientific specialization, and the following table shows this.

Table (9) Arithmetic means and standard deviations for evaluating faculty members' performance Effective communication skills (written, verbal and non-verbal) According to the scientific specialization variable:

Skill	Categories	No	Mean	Standard Deviation
Written communication skills	Computer Sciences	77	3.45	.69
	Mathematics	64	3.34	.72
	Basic sciences	46	3.44	.69
	Islamic studies	72	3.19	.57
	English language	35	3.14	.80
	Total	294	3.33	.69
Verbal Communication skills	Computer Sciences	77	3.35	.72
	Mathematics	64	3.27	.68
	Basic sciences	46	3.27	.76
	Islamic studies	72	3.21	.61
	English language	35	3.10	.74
	Total	294	3.26	.69
Nonverbal communication skills	Computer Sciences	77	3.44	.68
	Mathematics	64	3.36	.64
	Basic sciences	46	3.38	.67
	Islamic studies	72	3.18	.61
	English language	35	3.18	.70
	Total	294	3.32	.66

It is clear from the previous table that there is an apparent discrepancy in the arithmetic means and standard deviations of faculty members' evaluation of effective communication skills (written, verbal, and non-verbal) due to the different categories of the scientific specialization variable (computer, mathematics, basic sciences, Islamic studies, English language), and the significance of the differences. The statistics between the arithmetic means were used as a one-way analysis of variance according to Table (10).

Skill	Variance source	Squares sum	Freedom degrees	Squares mean	F value	Statistical significance
Written communication skills	Between groups	4.358	4	1.090	2.133	.056
	within total groups	135.059	289	.467		
		139.418	1293			
Verbal Communication skills	Between groups	1.590	4	.863	.825	.510
	within total groups	139.240	289	.430		
		140.830	1293			
Nonverbal communication skills	Between groups	3.451	4	.398	2.006	094
	within total groups	124.297	289	.482		
		127.748	1293			

It is clear from the previous table that there are no statistically significant differences at the significance level ($=0.05$) due to specialization in all skills.

Third: Results related to the third question:

The question stated: “What are the attitudes of the faculty members of the Deanship of the Preparatory Year and Supporting Studies towards using effective communication skills in teaching?”

To answer this question, arithmetic means and standard deviations were extracted for the attitudes of faculty members in the Deanship of the Preparatory Year and Supporting Studies towards using effective communication skills in teaching, and the following table shows this.

Table (11) Arithmetic means and standard deviations of the attitudes of faculty members in the Deanship of the Preparatory Year and Supporting Studies towards using effective communication skills in teaching.

Domain	Mean	Standard Deviation
Attitudes	52.99	5.45

It is clear from the previous table that the arithmetic average of the attitudes of faculty members at the Deanship of Preparatory Year and Supporting Studies towards using effective communication skills in teaching reached (52.99), which indicates that faculty members have a high positive attitude towards using effective communication skills in teaching.

Discussing the results and recommendations:

The current study aimed to know the reality of the teaching performance of faculty members at the Deanship of the Preparatory Year and Supporting Studies considering effective communication skills, and their attitudes towards using these skills in teaching. The results of the study were presented, and the following is an explanation and discussion of those results:

First: Discussing the results related to the first question: “What is the reality of the use of effective communication skills by faculty members at the Deanship of the Preparatory Year and Supporting Studies?”

The results of the study showed that faculty members use effective communication skills in the three areas, which are written, verbal, and non-verbal communication skills, to a moderate degree. Written communication skills came in first place, with the highest arithmetic average of (3.33), followed by non-verbal communication skills, with a arithmetic average of (3.32). While verbal communication skills came in last place, with a mean score of (3.26).

This result can be attributed to the fact that communication is a skill that proceeds according to specific and fixed rules and foundations, which should be considered during the teaching process, and it also needs continuous training to be mastered and employed in the process of teaching. This training takes place during programs, training courses and workshops, under the supervision of specialized trainers. This opportunity may have been available to some faculty members but not others, so these skills ranked average.

Mastering communication skills during teaching requires the characteristics, personal characteristics, and personal experiences of the faculty member, such as: strength of voice, vitality, enthusiasm, flexibility, etc. These attributes may be present in some faculty members and not in others.

That written communication skills ranked first, with a mean of (3.33), and nonverbal communication ranked second, with a mean arithmetic close to written communication skills of (3.32), may be because faculty members rely mainly on these skills in their teaching. To clarify the courses, their concepts, rules, and skills; This makes them keen to write ideas in a clear, sequential, and error-free manner, and they employ gestures, gestures, and tangible representation of ideas to achieve the objectives of the lecture in an elaborate manner.

The fact that verbal communication skills have the lowest averages compared to written and non-verbal communication skills can be attributed to the nature of verbal communication, as it takes place quickly and automatically and therefore requires high skill for its success. The five phrases whose averages ranked last are: “He uses humor and fun during his speech, “during the lecture he avoids textual reading from the book or memorandum,” “he concludes his lecture with a verbal conclusion, a story, a nice joke,” and “he begins his speech with an interesting opening (a story, a problem, a question...)” has contributed. The arithmetic means of verbal communication skills has significantly decreased, and such skills require intuitive speed and good advance preparation for the lecture by the faculty member.

The intellectual formation and previous experience of some faculty members make them stay away from or reduce the use of stories, humor, fun, and interesting editorials in their teaching, because they believe that such actions would reduce the prestige and status of the faculty member, and this affects the students' appreciation and respect for him. It is avoided to use it, as the nature of the voices and the way of speaking differ due to the different dialects spoken by the faculty members due to their being from multiple Arab countries, which affects verbal communication skills.

The results of the current study are consistent with the study of George & etal (2022), which showed that the communication skills of faculty members in the College of Medicine were available to a moderate degree.

(George, Wells & Cushing, 2022).

The study of Al-Arini (2023), which showed non-verbal communication skills, and the study of Al-Sharif (2017), which indicated that the faculty members at King Saud and Umm Al-Qura Universities possessed educational competencies to a moderate degree. (Al-Arini, 2023)

Second: Discussing the results related to the second question: “Does the evaluation of the effective communication skills (written, verbal, and non-verbal) of a faculty member in the Deanship of the Preparatory Year and Supportive Studies differ depending on his scientific specialization?”

The results of the study showed that there are no statistically significant differences at the significance level (0.05) attributed to specialization in all skills. This can be attributed to the nature of the study plan and the subjects that the student studies in the three tracks, as this plan consists of specialized subjects and general preparation subjects, which constitute the preparation subjects. The general percentage ranges between (60% - 70%) of the study plan, which leads to student movement between all departments of the deanship, which allowed them to participate in studying with many faculty members, which contributed to achieving a high degree of proficiency in evaluating the performance of members. The teaching staff, despite the students' specializations, differed, and this in turn led to the absence of statistically significant differences attributable to specialization.

The results of the current study are consistent with the study of Al-Arini (2023) and the study of Dehnavieh (2019), which concluded that there are no statistically significant differences at the function level (= 0.05) attributed to specialization.

Third: Discussing the results related to the third question: “What are the attitudes of the faculty members of the Deanship of the Preparatory Year and Supporting Studies towards using effective communication skills in teaching?”

The results of the study showed that faculty members have a high positive tendency toward using effective communication skills in teaching, and this can be attributed to the deanship’s faculty members’ awareness of the importance of effective communication skills, their status, and their positive effects on the teaching process, whether this awareness came through personal experiences or through They studied this course at one of the academic levels, especially since a number of them are graduates of educational colleges whose study plans include a course called Effective Communication Skills. Imam Abdul Rahman bin Faisal University’s inclusion of a course called (Communication Skills) taught by university students in the preparatory year has contributed significantly. - In identifying effective communication skills and their role in the teaching process, which led to the formation of a high positive attitude among faculty members in the deanship.

The use of effective communication skills in teaching does not require modern devices, techniques, or tools, but rather depends mainly on the capabilities and skills of the faculty member with some training and practice.

This result is consistent with what has been confirmed by the literature, which has shown several positive effects achieved by effective communication skills in teaching science. The results of the current study are also consistent with the study of: Al-Subaie (2006), which showed that faculty members in some universities in the Gulf Cooperation Council countries have There is a somewhat high positive trend towards practicing effective teaching methods, and the study of Hayat Abdi et al. (2022) indicated that there is a positive trend among faculty members to use and develop communication skills in their teaching practices. A study by Yuen et al. indicated that teaching communication skills for serious illnesses can enhance multidimensional empathy. Yuen & etal, 2023), and the study by Ramos & Antunes, which indicated that teaching scientific communication has a role in improving the communication skills of health track students. (Ramos & Antunes, 2023).

Recommendations and suggestions:

Considering the results of the study, the researcher recommends the following:

1. Work to ensure that the Academic Development Unit at the Deanship of the Preparatory Year develops programs that include holding training courses, scientific symposiums, seminars, and providing advisory services; To develop the teaching skills of the Deanship’s faculty members, the most prominent of which are effective communication skills, and skills related to teaching methods, strategies, principles, and the use of modern technology in teaching.
2. Urging the faculty members of the Deanship of the Preparatory Year and Supporting Studies to employ and use effective communication skills during the teaching process.
3. Developing the communication skills course taught in the preparatory year, in an applied manner that focuses on the practical practice of the skill. The course is assigned to faculty members specialized in communication skills.
4. The need to provide faculty members with periodic bulletins that explain to them how to use and employ effective communication skills during teaching.
5. Building a proposed program to overcome the obstacles to using effective communication skills in teaching among faculty members.

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