

## Communication skills among university students during the corona pandemic

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### Abstract

Universities have swiftly transitioned to distance learning during the corona pandemic, and this quick change has had negative impacts on students, including their lack of appropriate communication skills. Naturally, this could negatively impact their ability to communicate effectively in their future careers. The current paper aimed to identify the extent to which female students possessed communication skills during the corona pandemic period from the perspective of 367 faculty members. The researcher used the descriptive analytical survey method. The findings of the study demonstrate those female students possessed a high level of communication skills (negotiation, speaking skills and dialogue) and a medium level of persuasion, influence and listening skills. There were no statistically significant differences at the level ( $\alpha \leq 0.05$ ) attributed to the gender variable.

Keywords: communication skills, corona pandemic, female students, Possession, university students

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## 1. Communication skills

Training and continuing education has recently gained great importance as a result of the scientific and technological revolution in all fields. In addition, the development of a society depends on the advanced competencies of its human resources (Abu Arqoub, 1993; Olayyan & Al-Tobasi, 2005). One of these competencies is communication skills. Communication skills have been incorporated into several universities' developmental plans and training courses (Ismael, 2016; Saghir, 2003) to provide students with the necessary skills for the labour market, such as self-esteem, respect for others and other communication skills.

According to Ali (2008) and Keyton et al. (2013), individuals carry out a large number of communication processes such as exchanging news, ideas and feelings. And the abilities they use when giving and receiving different kinds of information are called communication skills. Saghir (2003) sees communication as a process of interaction that depends on participation between two parties, one of which is a sender and the other is a receiver, wherein the two parties exchange their roles. For communication to serve its purposes, all parties involved in the process must have good communication skills such as listening, speaking, influencing, persuasion and negotiation (Abu Asba & Abu Arja, 1996; Artman, 2005).

Some believe that communication is a mechanism through which human relationships are generated, the symbols used in communication grow and develop, and they are spread across the place and it continues over time (Al-Tounoubi, 2001; Jumaili, 1996). Mahawi (2004) considered communication as the spreading of news and information in a one-sided sending mechanism. Communication is one of the basic skills that students must possess. If the listener fails to understand the speaker's intention, or if people stop listening to you as a result of feeling bored with what you say (Ali, 2008), you should know that you have unfortunately lost the ability to communicate with others.

Communication, like any other daily interaction, requires skills. All specialists agree on four elements: a sender, a message, a medium or communication channel and a receiver. Some researchers (Al-Tounoubi, 2001; Olayyan & Al-Tobasi, 2005) have added two other elements (feedback and jammed). The sender is the source of information and the originator of the message as he seeks to deliver his message to others successfully. A good sender delivers information based on his good communicative language. The message, according to Abu Arqoub (1993), is the heart of the communication process and the major pillar on which the communication process is based, and it can take numerous forms. They might be written or spoken words, or physical expressions like smiling and frowning, and they can be specific or ambiguous.

The receiver is the other party who receives the message and responds to it or provides feedback. Medium or communication channel is the way or channel through which the message passes from the sender to the receiver, such as personal conversations, telephone calls, memos and reports (Mahawi, 2004). However, feedback is a reaction made in response to what has been received, and it can be expressed by accepting or rejecting the message (Al-Uraini, 2011).

The methods of communication vary; they may include verbal or non-verbal communication. Verbal communication includes words, phrases and sounds (Debian, 2012) and it is affected by intonation and word choices, whereas the latter is a way of communicating our feelings, emotions, attitudes, opinions and perspectives using physical movements (Abu Arqoub, 1993; Bodie, 2011; Sarhan, 2000), including eye movements and facial expressions (Khouri, 2000).

However, to achieve the purposes of communication one must have good use of speaking skills (Hijab, 2003; Sultan & Hussain, 2012), listening skills, persuasion and influence skill, dialogue management and negotiation skills. Therefore, communication is of great importance in the life of the university student in terms of acquiring positive learning with peers and good interaction with professors, if it is achieved in a healthy environment that is based on appreciation, respect and good listening.

Furthermore, Assis-Hassid et al. (2013) found that student-to-student relationships have a substantial impact on their academic performance, as well as social and cultural awareness. The majority of these relationships are academic relationships in which students exchange various knowledge and experiences. Abdul Rashid and Akili (2021) confirmed that a student's success in his relationships and communication with others will have a positive impact on his psyche and, consequently, on his academic performance.

Many researchers (Ismael, 2016; Siddiq, 2015; Teska, 2003) have claimed that communication skills are the tools by which a person reaches his goal. Its importance lies in the processes of good speaking, listening, persuasion abilities, negotiation and leadership. Hence, it is the responsibility of university administration and academics to consolidate good communication skills among students because we find that many university students lack effective communication skills, which prevents the achievement of the goals of the communication process and causes many problems. No one can deny that several student meetings and debates often end in disputes and verbal altercations, which is why the researcher decided to discuss this important topic.

Through the researcher's review of the studies related to the subject of this study, he found many studies related to communication skills, but none attempted to identify the extent to which female students of the Faculty of Arts at Imam Abdulrahman Bin Faisal University (IAU) possess communication skills from the faculty member's perspective. The researcher will present the most important related studies. Jabbar (2018) conducted a study aimed to reveal the level of communication skills among female teachers. The researcher used the correlative approach and the observation tool. The study population and the sample were selected from kindergarten teachers in the city of Kobe. The study concluded that teachers' verbal and non-verbal communication skills were above average.

Hawamdeh and Sawalha's (2017) study aimed to identify the effectiveness of the communicative curve in improving the oral expression skills of 10th-grade students in Jordan. The study sample consisted of two groups (n = 70). The observation tool for oral expression skills was developed consisting of 20 statements. It was found that the method of teaching using the communicative curve was effective in improving the oral expression skills of the experimental.

Boushema (2017) aimed at revealing the role of some methods in developing communication skills for secondary school students (15–18 years). The descriptive approach was followed, and the study sample was chosen randomly. The results demonstrated a highly significant impact of the use of the reciprocal method in developing students' communication skills, while the communication skills of practitioners using the inclusive method were moderate, and there are differences among students due to the teaching style.

Qureid and Bu Yaqoub (2017) conducted a study that aimed at investigating the communication skills of physical education teachers and their role in reducing students' psychological stress. The researchers followed the analytical method, and the study population was selected randomly. The study concluded that the communication skills of physical education teachers positively impact students' psychological stress.

Sharon (2015) aimed to enhance students' communication skills through academics and employees at Welden University and to verify the perceptions of the staff members of communication skills of graduate students in business administration. The study concluded that students' communication skills after graduation were developed, as well as there were no statistically significant differences between the average degree of students' acquisition of communication skills due to specialisation and academic degree.

Bin Juhilan's (2009) study found a statistically significant difference between the average scores of the sample in performance in favour of the experimental group who applied the verbal and written communication skills method. The results of Qenawy and Shehata's (2008) study found an interaction between the classroom environments and the three learning styles in communication skills; leadership and the faculty members found that there is the interaction between students in communication skills attributed to the age group variable. Humaydat (2007) found a high impact of gender on the communication skills of the University of Jordan students.

Zhang's (2011) study did not find statistically significant differences between the average degree of possession of communication skills among Chinese students from their professors' viewpoint due to age. It also found that students enjoy high communication skills in speaking, negotiation and listening. Rollins (2004) revealed that graduates mostly use speaking and listening skills, but they lack negotiation and persuasion skills.

Nazamay (2002) found significant communication skills among faculty members in the Faculty of Education at Yarmouk University, and statistically significant differences in the availability of communication skills among them attributable to the college, while there were no differences attributed to their experience. Khasawneh's (1998) study showed that the most problems that lead to a defect in the communication process between students and faculty members are the lack of face-to-face opportunities to speak with a faculty member and the presence of a kind of preference between the students, in addition to the frequent noise outside the classes. The study also found that young faculty members communicate more with students.

### *1.1. Study significance*

The current study derives its importance from the topic it deals with, and its attempt to identify the nature of communication skills used by students during the pandemic current study might contribute to raising students' awareness of good communication skills and how to apply them practically. In addition, to manage conflicts that emerge between female students or between them and their professors, which may be the result of the female students' lack of communication skills and to add to the Saudi literature regarding this topic, the researcher hopes that the results of this study will help academics realise this problem by trying to handle it early.

### *1.2. Problem and questions*

The problem of the study rises from the apparent problems in communication among students in general and in the lack of using oral communication skills in dealing with others properly, which may negatively impact students' performance and relationships with others later. This study aims to shed light on this problem by answering the following questions:

- To what extent do students of the Faculty of Arts at IAU possess communication skills during the corona pandemic from the faculty members' perspective?

- Are there statistically significant differences between the extents to which female students of the Faculty of Arts at IAU possess communication skills during the corona pandemic at the significance level ( $\alpha \leq 0.05$ ) due to the gender variable?
- Are there statistically significant differences between the degrees to which female students of the Faculty of Arts at IAU possess communication skills during the corona pandemic at the significance level ( $\alpha \leq 0.05$ ) due to the variable of faculty?
- Are there statistically significant differences between the extents to which female students of the Faculty of Arts at IAU possess communication skills during the corona pandemic at the significance level ( $\alpha \leq 0.05$ ) due to the variable number of years of experience?
- Are there statistically significant differences between the extents to which female students of the Faculty of Arts at IAU possess communication skills during the corona pandemic at the significance level ( $\alpha \leq 0.05$ ) due to the interaction between the variables: gender, experience and academic department?

### 1.3. Purpose of the study

This study aims to reveal the extent to which female students of the Faculty of Arts at IAU possess communication skills from the point of view of faculty members during the corona period, and to know whether there are statistically significant differences due to gender variables, the number of years of experience and the academic department.

### 1.4. Limitations

- Objective limits: The extent to which female students of the Faculty of Arts (Islamic Studies, History Department, English Language, Arabic Language and Communication) at IAU possess communication skills from faculty members' perspectives during the corona pandemic.
- Spatial Limits: The study was applied in IAU (old building).
- Human limits: All male and female faculty members at the Faculty of Arts.
- Time limits: The study was conducted in the first semester of the academic year 2021/2022 AD.

## 2. Methods

### 2.1. Sample

The study population consists of all faculty members (N = 367) in the Faculty of Arts at IAU 2021/2022, the first semester, who were selected purposefully to find out the extent to which the female students possess communication skills. Table 1 shows the distribution of the study sample by variables.

Table 1. Distribution of the Study Sample

Variables	Categories	N		Ratio	
		Male	Female		
Gender	Gender	80	120	40%	60%
	Total	200		100%	
Faculty	History	14	25	7%	13%
	English	13	22	6.5%	11%

	Islamic Studies	15	20	7.5%	9%
	Communication and Media	19	25	10%	13%
	Arabic	18	28	9%	14%
	Total	80	120	40%	60%
Experience	1–5	12	20	6%	9%
	6–10	35	55	17.5%	29%
	11–15	20	25	10%	13%
	16<	13	20	6.5%	9%
	Total	80	120	40%	60%
	Overall	200		100%	

## 2.2. Study approach

The descriptive–analytical method (survey) was used, which is the best method for collecting and analysing data about the phenomenon. The study sample included all the professors at the College of Arts at IAU.

## 2.3. Instrument

A questionnaire was prepared by the researcher to investigate the extent to which female students at IAU possess communication skills from the faculty member’s perspective, after reviewing the previous related studies. The scale measured five skills, including 39 statements as follows: speaking skill (7) statements; listening (10) statements; dialogue (5) statements; persuasion and influence (9) statements; and negotiation (8) statements.

A 5-point Likert scale was used including the following ranks: very high, high, medium, little and very little. They were given the following scores: 5, 4, 3, 2 and 1, respectively. To verify the validity of the measure, the interrater validity method was used by presenting the measure to 10 experienced reviewers to check its appropriateness. The agreement rate was (80%). Cronbach’s alpha equation was used to calculate the reliability coefficient, which amounted to 0.94.

The percentage was appropriate for the study. The measure was first applied to a pilot sample (n = 50) of faculty members who were randomly selected from the study population. 220 questionnaires were administered electronically to the faculty members, 200 of which were answered, whereas 20 questionnaires were excluded. Statistical software (Statistical Package for the Social Sciences) was employed to obtain the statistical analysis.

## 2.4. Statistical analysis

Arithmetic means, standard deviations, correlation coefficients, and one-way analysis of the variance (ANOVA) were used. For identifying the differences in the impact of the variables (gender, faculty and years of experience) on the level of the female students’ communication skills, t-test was used.

### 3. Results

Through limitations, study sample and statistical processing used in the study, the researcher came up with the results presented in this section. The results are interpreted in ratio and arithmetic mean, as shown in Table 2.

Table 2. *Arithmetic Mean and Level of Representation*

Mean	Level
1–1.80	Very little
1.80–2.60	Little
2.61–3.40	Medium
3.61–4.20	High
4.21–5	Very high

#### 3.1. Results of the first question

‘To what extent do students of the Faculty of Arts at IAU possess communication skills during the corona pandemic from the faculty members’ perspective?’ A descriptive analysis was conducted to answer this question, as shown in Table 3.

Table 3. Descriptive Analysis for the Scale (N = 136)

Fields	Mean	Std.	Degree
Negotiation	3.94	057,081	High
Speaking skill	3.68	70,584	High
Dialogue skill	3.66	064,934	High
Persuasion and influence	3.56	082,785	Medium
Listening skill	3.47	079,305	Medium
Total	3.66	063,253	High

The results in Table 3 show that the means of the field ranged between 3.47 and 3.94. The total mean score was 3.66, with a high degree. Speaking, dialogue and negotiation skills obtained a high degree, while listening, persuasion and influence obtained a medium degree. This result may be attributed to the fact that female students by nature can use these skills daily and perfectly with their colleagues and professors. The persuasion skill is not possessed by the female students at the same level because it requires possessing high and special skills by both parties. Listening is a normal skill related to the speaking skill of many people.

Table 4. *Means and Standard Deviation for the Participants’ Responses on the Scale*

Items	Mean	SD	Degree	Rank
Exchanges greetings with others	4.22	0.835	Very high	34
Respects the other party during negotiation	4.11	1.023	High	37
Defends her right to negotiate	4.06	0.727	High	38
Respects others’ feelings during a negotiation	4.04	0.682	High	35
Negotiates with noble values and means	4.03	0.815	High	39

Easily accepts others' apology	4.01	0.71	High	19
Listens well and doesn't interrupt	3.92	0.761	High	9
Evaluates the way of dealing with others.	3.9	0.58	High	37
Speaks in a good manner	3.88	0.699	High	18
Listens carefully	3.82	1.376	High	9
Shows signs of enjoyment of the other speech	3.79	0.758	High	13
Uses frequent assertive phrases with the other party	3.78	1.267	High	11
Appreciates what others say by looking at them while talking to them	3.78	1.127	High	3
Allows others to express their opinions	3.78	1.011	High	26
Feels satisfied when convincing others	3.75	0.917	High	28
Enjoys discussing social issues	3.74	1.059	High	25
Shows interest in her speech by listening, saying 'Yes, it is true' or humming	3.71	1.087	High	14
Considers how her words will affect others	3.71	0.997	High	1
Tries to keep her words understandable	3.68	0.851	High	4
Corresponds to the speaker's psychological state 'in the state of joy or sadness'	3.66	1.08	High	17
Easily understands other people's points of view	3.64	1.055	High	21
Considers her voice tone during conversations	3.63	1.047	High	6
Apologises if she makes a mistake	3.61	0.943	High	22
Shows affection by starting a conversation with a stranger	3.6	0.929	High	7
Asks the speaker to clarify his sound to understand him	3.56	1.047	High	8
Provides the other party with persuasive facts during the conversation	3.55	1.002	High	27
Solves her problems with others without losing control of her emotions	3.55	1.002	High	29
Receives criticism openly	3.55	0.893	High	30
Chooses her phrases carefully	3.54	1.067	High	24
Addresses people by their names	3.49	1.018	High	5
Gives her opinion on what others say even if she is not asked to do so	3.49	0.937	High	20
Enjoys achieving her goals	3.43	0.677	High	33
Criticises others' behaviours and attitudes, not their character	3.4	0.954	High	31
Uses closing sentences to end a discussion	3.31	1.034	High	10
Ends discussions that don't interest her quickly	2.66	0.9	Medium	23
Keeps drawing while talking to the other party	2.44	0.879	Low	12
Evaluates topics well after the speaker finished	2.40	0.947	Low	16
Takes notes during the conversation to discuss them later	2.30	0.937	Low	15
<b>Total</b>	<b>3.60</b>	<b>0.632</b>	<b>High</b>	



Table 4 reveals that the means of all items ranged between 3.30 and 4.22. All means are between very high and high, except for item 'Ends discussions that don't interest her quickly', which obtained a medium degree. The following three items got a low degree: 'Keeps drawing on paper while talking to the other party'; 'Evaluates some topics well after the speaker has finished' and 'Takes notes recorded during the conversation so that you can discuss later', with the means of 2.44, 2.40 and 2.30, respectively. This may be attributed to the difficulty of practising these paragraphs because they need high communication skills through evaluation and recording notes.

Table 4 also demonstrates that female students' responses were greater in the first five items as the mean responses ranged between 4.22 and 4.03, and this may be attributed to the student's level of communication skills (high) and for being related to their academic status as they are keen on building a friendship with female teachers. This was reflected on their life behaviours since this encourages them to obtain better academic achievement and to honestly compete in the university as female students possess these skills and apply them and practice them in the university through exchanging greeting with others, which we see obtains the highest degree.

The results indicate that the extent and degree of female students' possession ranged between very high and high degree, and this may be attributed to the importance of verbal greeting among members of society. In the Muslim society, the greeting begins with peace be upon you in which people wish peace for others, which is reflected in the achievement and good dealings within the campus framework.

### 3.2. Results of the second question

Are there statistically significant differences between the extents to which female students of the Faculty of Arts at IAU possess communication skills during the corona pandemic at the significance level ( $\alpha \leq 0.05$ ) due to the gender variable?' T-test was used to explain the differences between the two viewpoints of faculty members which might be attributed to the social variable of the aforementioned students.

Table 5. T-Test Illustrates the Differences by Gender (N = 136)

Gender	Sample	Mean	SD	Error	DF	T-value	p-value
Male	80	2.80	66.12	4.55	145		
Female	120	3.75	76.12	12.22	52.70	8.77	0.642

Table 5 reveals that there were gender differences with statistical significance at a  $\geq 0.05$  between the means of participants. The mean value for males was 2.80, while the value for females was 3.75. T-value was 8.77 and the significance level was 0.642, which is statistically significant. This is because the female professors are very close to female students and they always met face to face, and they use the face-face teaching method, while their communication with male faculty members is conducted indirectly, which constituted an obstacle in the communication process.

### 3.3. Results of the third question

'Are there statistically significant differences between the degrees to which female students of the Faculty of Arts at IAU possess communication skills during the corona pandemic at the significance

level ( $\alpha \leq 0.05$ ) due to the variable of faculty?' ANOVA was used to identify faculty differences, as shown in Table 6.

Table 6. *T-test for Faculty Differences (N = 136)*

Department	Mean	SD	DF	Rank
Communication and media	3.94	0.835	Very high	34
Arabic	3.70	1.020	High	37
Islamic Studies	3.20	0.640	High	38
English	3.30	0.660	High	35
History	2.94	0.490	Medium	39

Table 7. *ANOVA Test to Check the Faculty Differences Between Participants' Responses (N = 136)*

Variance source	SS	DF	MS	(F) value	p-value
Between squares	588.791	4	2,150.404		
Within squares	566,451.717	156	3,200.141	13.76	0.000

There were statistically significant faculty differences at the significance level ( $\alpha \leq 0.05$ ) between the means of the extent to which female students in the College of Arts possess communication skills at IAU from the faculty members' perspective, in favour of the Faculty of Communication and Media, as it obtained a mean of 3.94, followed by Arabic language faculty, Islamic studies faculty, English language faculty and History faculty, where the *p*-value was 13.076, with a significance level of 0.000, which is statistically significant. This may be attributed to the fact that female students in the Department of Communication and Media develop their talents, ideas and personalities through the courses they take and the skills they receive, which is reflected in the good relationship with the faculty members in the faculty.

### 3.4. Results of the fourth question

'Are there statistically significant differences between the extents to which female students of the Faculty of Arts at IAU possess communication skills during the corona pandemic at the significance level ( $\alpha \leq 0.05$ ) due to the variable number of years of experience?' ANOVA test was used to find if there were differences in the effect of years of experience of the participants on their responses to the measure, as shown in Table 8.

Table 8. *T-Test for the Differences in Years of Experience (N = 136)*

Experience	Mean	SD	Degree	Rank
1-5	3.90	0.650	High	34
6-10	3.50	1.020	High	37
11-15	3.40	0.640	High	38
16 <	4.53	0.80	Very high	35

Table 9. *ANOVA for the Differences in Years of Experience (N = 136)*

Source of variance	SS	DF	MS	(F) value	p-value
Between squares	711.791	3	2,015.254		
Within squares	52.6451.61	157	3,100.141	0.160	0.090
Total	4	160			

Tables 8 and 9 exhibited no differences at the statistical significance level ( $\alpha \geq 0.05$ ) between the means of students' communication skills at IAU attributed to years of experience. The overall mean of experience was 4.053 for those whose experience was 16 years and above. The *F*-value was 0.160, with a statistical level of 0.090, which is statistically significant on the Shaffer scale. Those individuals with long experience can provide students with high communication skills on how to deal with students and professors in a good way as was reflected in the psyche of the female students. Such an influence made students properly choose suitable words when dealing with their professors.

### 3.5. Result of the fifth question

'Are there statistically significant differences between the extents to which female students of the Faculty of Arts at IAU possess communication skills during the corona pandemic at the significance level ( $\alpha \leq 0.05$ ) due to the interaction between the variables: Gender, experience and academic department?' ANOVA was used to investigate the differences between faculty members' perspectives about students' communication skills that might be attributed to gender, faculty and experience, as shown in Table 10

Table 10. *T-Test for the Interaction Between Variables (N = 200)*

Variable	Male	Female	Mean	SD	Degree	Rank
Years of Experience						
1-5			3.95	0.650	High	23
6-10			4.064	0.880	High	33
11-15			3.80	0.650	High	34
16 <			5.50	0.650	High	36
Faculty						
Communication and media			4.718	0.890	High	35
Arabic			4.064	0.840	High	36
Islamic studies			3.60	0.750	High	34
History			3.60	0.750	High	33
English			3.90	0.780	High	36

Table 11. *NOVA Test for Gender, Faculty and Years of Experience (N = 200)*

Source of variance	SS	DF	MS	(F) value	p-value
Between squares	701.791	2	1,815.354		
Within squares	512,842.511	158	3,010.151	7.834	0.001
Total		160			

Tables 10 and 11 reveal that there are differences at the statistical significance level ( $\alpha \geq 0.05$ ) between means of students' communication skills which may be attributed to gender, faculty and years of experience. The highest mean was 4.718 for females in the faculty of Communication and Media and 4.064 for the faculty of Arabic Language for those whose experience ranged between 6 and 10 years. The *p*-value was 7.834, with a significance level of 0.001, which is statistically significant, This is attributed to the positive interaction of the faculty members of the communication and media faculty, who provide students with the necessary skills, refining their personalities, dealing with female students properly, professors' practical experiences in speaking to female students, the quality of the Arabic language courses and the students

#### 4. Discussion

The results indicated in Table 4 show that the means of the responses to all fields ranged between 3.47 and 3.94. The total mean score for the scale is 3.66 in most of the fields. Speaking, dialogue and negotiation skills had high degrees, while listening, persuasion and influence had medium degrees. This result is attributed to the fact that female students possess speaking, dialogue and negotiation skills naturally as they practice them daily with their friends and professors.

This result is consistent with the studies of Bodie (2011) and Debian (2012), which confirmed that the skill of persuasion is not possessed by females much because it needs higher skills and is very important in life, while listening skill is a normal skill associated with speaking skills for many people. The study by Qenawy and Shehata (2008) confirmed that the interaction between some factors of the academic environment within the innovative classroom and learning methods have a significant role in developing and possessing communication and leadership skills among students in different stages of learning.

The results indicated in Table 5 show that there are statistically significant differences at the significance level (0.05) between the mean scores of the sample due to the gender variable, where the means for male responses reached 2.80 and females reached 3.75, in favor of females. The value of the t-test was 8.77 and the level of significance was 0.642, which is a statistically significant value. This result is because female professors communicate closely with female students, and they always have face-to-face meetings and use direct learning methods, which helped the students to engage and participate in various activities at the university and the college.

This result is consistent with the study by Sharon (2015), which confirmed the enhancement of students' communication skills through faculty members. The study Humaydat (2007) confirmed that the possession of communication skills among female students is higher than with male professors who always indirectly communicate with female students due to some barriers. And that female students do not participate in the various activities held by male professors, which affected their communication with male members, they lack knowledge of the degree to which female students possess communication skills. This result is consistent with the study by Qureid and Bu Yaqoub (2017), which reported that the communication skills of sports teachers have a positive impact on the psychological stress of male students through direct contact. While it disagrees with the study of Khasawneh (1998), which showed that the most problems that lead to a defect in the communication process between students and faculty members are the lack of face-to-face opportunities to speak with a faculty member

The results indicated in Tables 6 and 7 show that there are statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the mean responses due to the variable faculty, in favor of the Faculty of Communication and Media, where it means reached 3.94, followed by the Faculty of Arabic Language, Islamic Studies and History, and the last faculty was the English language department. The value of p was 13.076 with a significance level of 0.000, which is statistically significant.

This result may be attributed to the fact that female students in the Faculty of Communication and Media develop their talents, ideas, and personalities through the courses they take and the skills they receive, which is reflected in the good relationship with the faculty members in the department. Students also study courses that enable them to positively communicate with each other, as well as carry out the applied graduation project, which requires a great effort from the students, especially as it is collective, which led to the students' possession of communication skills in the department.

This result is consistent with the study of Qenawy and Shehata (2008), which emphasized the importance of the faculty in enhancing communication skills, as well as communication in the faculty of

Arabic Language and Islamic Studies which is high as a result of sound language and the student's education on the origins of Islamic culture and values. As for the low mean of the English language faculty, it is because many members communicate with female students in English, which constitutes an obstacle for female students to possess communication skills.

The results indicated in Tables 8 and 9 show that there are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the means of the extent to which female students possess communication skills at IAU due to the variable experience, where the highest mean reached 4.053 for the category of more than 16 years of experience and the F-score was 0.160, with a significance of 0.090, which is statistically significant. This is due to the fact that these professors who have more experience can positively interact and provide students with high communication skills.

In addition, the communication between female students and female professors creates a good interaction between them, which is reflected in their psychological state, and enables female students to choose the appropriate expression in dealing with female professors and is also due to the wisdom enjoyed by members and the ability to provide students with communication skills such as speaking, listening and the ability to negotiate later in their life. This result is consistent with the study of Rollins (2004), which confirmed that graduates use communication skills, especially speaking and listening skills properly, while it differed from the study of Nazamay (2002), which concluded no differences due to the variable of academic experience.

Tables 10 and 11 show that there are statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the means for the extent of students' possession of communication skills from the professors' point of view due to the interaction between gender, college, and experience. The highest mean was 4.718, in favor of females in the Faculty of Communication and Media and 4.064 for females in the Faculty of Arabic Language, whose experience ranged between 6 and 10 years. The F-value was 7.834 with a statistical significance value of 0.001, which is statistically significant.

This is because of the positive interactions of female professors in the Faculty of Communication and Media and their effort in providing students with the necessary skills and refining their personalities, in addition to their good treatment of female students, and their experiences in speaking to the students.

The quality of the Arabic language courses and the students' eagerness to learn it, and their possession and application of it in the labor market impacted this result, too. However, students learning courses in the Arabic language and the provision of the necessary knowledge and rules allow them to enjoy acquiring Arabic language rules and communication skills, and the experiences of members of the Faculty of Communication and Information Technology led to this result. This result is consistent with the study of Zhang (2011), which emphasized the importance of the experience and faculty variables in female students' possession of communication skills. This differed from the study of Qenawy and Shehata (2008), which found that there are no differences in department, age and experience in possessing communication skills.

## 5. Discussion

The study concludes with the following results:

- Female students at the College of Arts possess a high degree of communication skills.
- There are statistically significant gender differences at the significance level ( $\alpha \leq 0.05$ ).
- There are statistically significant faculty differences, in favor of the Faculty of Communication and Media.

- There are no statistically significant experience differences at the significance level ( $\alpha \leq 0.05$ ).
- There are statistically significant differences in the interaction between experience and the faculty, in favor of the Faculty of Communication and Media.

## 6. Recommendations

The researcher recommends holding courses for students to acquire more communicative skills to benefit them in their academic and practical life and to conduct more studies focusing on motivating students to attend conferences and training workshops in the field of self-development, in addition to conducting more studies on communication skills and self-development

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