

Verbal Communication Practice by Preparatory Year Students from the Perspective of Teaching Staff at Imam Abdul Rahman Bin Faisal University

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Abstract

The study aimed to unveil the degree of practicing communicative oral skills by preparatory year students as perceived by of staff members at the deanship of Imam Abdul Rahman Bin Faisal University. Population of the study comprised (320) staff members representing all departments of the preparatory year. The sample comprised (136) male and female staff members which represents (43%) of the study population. To achieve objectives of the study, a questionnaire was designed in compliance with Likert five – point scale comprising of five-axis skills: speaking, listening, dialogue, persuasion and affecting, and finally negotiation. The most important findings of the study were high and low for all items of the questionnaire except four. Responses means ranged between (0.302-4.22) out of (5). There were no differences with statistical significance at the function level ($\alpha \geq 0.05$) for staff member responses attributed to social type variable, but there were differences with statistical significance in staff members responses regarding students' academic departments in favor of self-development with a mean of (3.94) at the function level ($\alpha \geq 0.05$). There were no differences with statistical differences at the function level ($\alpha \geq 0.05$) in members' responses which might be attributed to the variable of experience. There were differences with statistical significance in members' responses pertaining interaction between experience and department in favor of self-esteem section whose experience ranged between (6-10) years with an arithmetic mean (.7.718) at the function level ($\alpha \geq 0.05$). There were also differences with statistical significance in the response of members to interaction between social category and experience and department in favor of males in the department of self- esteem development and in English language section for those whose experience ranged between (6-10) years with an arithmetic mean (.4.718). Calculated (f) degree for interaction was (7.834) which is statistically significant at the function level ($\alpha \geq 0.05$) between sections of self-esteem development and English language. The study concluded with a set of recommendations.

Keywords

Oral communication skills; Teaching staff members; University of Imam Abdul Rahman Bin Faisal.

To cite this article: Darawsheh S, R, Abdelaty S, A, L, alsharoa A, M, Alomari N, A, Atoum Y, A, Al-Sha'ar A, S, Atoum H, M, naser E, Hassan K, A, and almahdi A, A. (2021). Verbal Communication Practice by Preparatory Year Students from the Perspective of Teaching Staff at Imam Abdul Rahman Bin Faisal University. Review of International Geographical Education (RIGEO), 11(7), 1313-1327. Doi: 10.48047/rigeo.11.07.123

Submitted: 09-11-2020 • **Revised:** 15-02-2021 • **Accepted:** 15-03-2021

Introduction

Both training and constant learning got an increasing interest during the second half of the twentieth century due to the unprecedented qualitative and quantitative revolution it witnessed. Success of any society has been measured by the extent of absorption of such developments. Therefore, it is assured that constant learning and training constitute one of the methods to achieve this objective. Training programs via verbal and non-verbal communication skills are essential for educational plan development and for university students who need to practice such skills. This is where the researcher's feeling stemmed from as he wanted to make the ideal of sustainable professional development come true through developing self-esteem in order to upgrade university student level by acquiring the necessary skills. (Bodie, 2011) pointed out that humans make a huge number of daily calls in which they exchange news, opinions, feelings, points of view, queries and dialogues. Through such calls some give orders and others receive them. This kind of activity done by individuals is called communication skills. Thus, communication is an integrated process which depends on participation between two parties one sender and the other receiver. Therefore, they exchange roles conveying their feelings, opinions, and. (Abu-Nair, 2015) (Aloraini, 2012) indicated that communication to play its role, parties need to have active skills such as listening, speaking, persuasion, negotiation, and affecting. (Hamdeh, 2021) pointed out that relations among university students on campus play an important role in their academic performance and in their social and cultural awareness. Most of these relations are academic in which the students exchange ideas and a variety of experiences. On the other hand, the student's success in his relation and contacts with others will have a positive effect on his psyche, thus affecting his academic performance. Despite the significance of communication process presented through verbal and non-verbal skills for exchanging information, ideas, trends, experiences, feelings, and opinions, we find many university students lack active communication skills, an issue that hampers achieving objectives of the communication skills resulting in many problems. Meetings, and debates mostly end up with altercations and may be into brawls. This is one of the factors that prompted writing this paper.

Significance of the study

University staff members complain from disputes that happen among students themselves and between students and instructors due to lack of communication skills. Thus, a need to secure a tool to monitor students' various communication skills became necessary so as to identify the degree of their practice of communication skills. Such a thing might end up with recommendations that urge holding training programs to develop students' skills by which they will be able to communicate and to have better awareness, socially and culturally. The significance of the study lies in providing libraries with information needed for students, staff members, researchers, in addition to identifying communication skills and their positive influence on students at different stages of learning.

Problem and questions of the study

The problem of the study rises from the apparent defect in communication among students in general and in the lack of using oral communication skills in dealing with others properly. Besides, this defect has its negative impacts on students, in campus or outside.

The problem of the study is embedded in identifying the degree of practicing oral skills from the perspective of staff members.

Questions of the study

The questions might be outlined in the following:

- 1- What is the degree of practicing oral skills by preparatory year students at Imam Abdul Rahman Bin Faisal university from the perspective of teaching staff members?

- 2- From the perspective of staff members, are there differences with statistical significance of preparatory students practice of oral skills at the function level ($\alpha \geq 0.05$) which might be attributed to social category?
- 3- Are there differences with statistical significance of preparatory students practice of oral skills at the function level ($\alpha \geq 0.05$) which might be attributed to academic department variable?
- 4- Are there differences with statistical significance for practicing oral skills at the function level ($\alpha \geq 0.05$) which might be attributed to experience variable?
- 5- Are there differences with statistical significance for practicing oral skills at the function level ($\alpha \geq 0.05$) which might be attributed to the following variables: social category, experience, and academic department?

Objectives of the study

The study attempts to find answer to the following five questions it poses:

- 1- First question: "What is the degree of practicing verbal communication skills by preparatory year students from the perspective of teaching staff members?"
- 2- Second: "Are there differences with statistical significance for the degree of practicing verbal communication skills by preparatory year students at Imam's University at the function level ($\alpha \geq 0.05$) from the perspective of staff members which might be attributed to social category Variable?"
- 3- Third: "Are there differences with statistical significance between the degree of students' practice at Imam's university at the function level ($\alpha \geq 0.05$), from the perspective of staff members, attributed to academic department variable?"
- 4- Fourth: "Are there differences with statistical significance at the function level ($\alpha \geq 0.05$) between the practice of preparatory students, from the perspective of staff members, attributed to years of experience?"
- 5- Fifth: "Are there differences with statistical significance between students degree of practice regarding verbal communication skills at the function level ($\alpha \geq 0.05$), from the perspective of staff members regarding interaction between social category, years of experience, and academic department?"

Limitations of the study

Limitations of the study are:

- Topic Limitation: The degree of practicing oral skills by preparatory year students from the perspective of teaching staff members at Imam Abdula-Rahman Bin Faisal University.
- Space limitation: students of the abovementioned university – old building campus.
- Huma limitation: The study covered all teaching staff members (males and females) of all academic ranks.

Terminology of the study

These are as follows:

- Communication skill: It is the individual's ability to send and receive messages in a successful manner providing propitious feedback measured by the degree the individual gains via the tool.
- Oral communication skill: It is the communication performed through words by which a voice message is given to a receiver and has several connotations. The language used, voice pitch, and place of articulation of words all play a significant role by adding additional meanings to the message.
- Teaching staff members: they are the instructors who teach the preparatory year students at the university of Imam Abdul Rahman Bin Faisal.
- Preparatory year at the university: the year composes three tracks: health track which includes faculties of medicine, dentistry, applied medical sciences, nursing and clinical pharmacy; engineering track includes faculties of architecture and planning, design engineering; scientific track includes faculties of computer sciences and information technology and business administration track which includes any other faculty which might be added up to the preparatory year in accordance with registration rules prescribed by university counsel.

The preparatory academic year comprises two semesters extendable to one more semester (Abu-Nair, 2015).

- Male and female students of the preparatory year: they are male and female students who are admitted to the preparatory year after meeting registration conditions set by the deanship at the University of Imam Abdul Rahman Bin Faisal.

Theoretical literature and previous studies

Theoretical literature

This part of the study will focus on communication with regard to concept, significance, elements, and types. With regard to concept, there are several definitions for the term. (Al-luwaisi, Melhem, Al-Bataineh, & Hani) defined it as a process in which a certain person in a certain situation sends a message, with information, opinions or feelings, to others, in order to achieve a certain goal using a language or expressions irrespective of the means by which the message was transmitted. (Al-Jamal & Al-Jamal, 2014) consider communication to be a mechanism through which human relations generate, grow and develop symbols to be used throughout time. (Al-luwaisi et al.) considers communication to be a transmission process which disseminates information and news. (Aloraini, 2012) agree that the communication process is just sending messages, receiving them, and getting feedback. From what preceded, one can see that communication is a process of exchanging, ideas, information, and feelings between parties in order to achieve a certain goal. This skill (communication) can be either verbal or non-verbal. As for communication significance, it is very important for students to realize how significant it is. If listeners fail to understand your words or shun listening to you for feeling bored with your speech, then you lose the goal you aspire to achieve from communicating with your friends or acquaintances. Communication also plays an important role in the life of university student as it helps him to positively learn from friends and teaching staff members, thus creating an environment of friendship and appreciation. (Ismael, El-Sayed, Metwally, Ibrahim, & El-Saman, 2017; Teska, 2003) pointed out that communication is the tool by which the human achieves his objectives. Its significance is manifested in the processes of: speaking, listening, persuasion, negotiation, and leadership. In universities, communication facilitates and reinforces contacts between academic departments. With regard to elements of the communication process, like other processes, certain needs are required for its existence which are: sender, message, means, and receiver. (Vertino, 2014) added two more elements: feedback and jamming. The following illustrates such elements:

- Sender: He is the source of information, initiator of the message who tries to successfully convey his message to the receiver. He might be: a teacher who wants to convey his message to students, a student, or a physician. The good sender is the one who is able to transmit information depending on his good language.
- Message: (Al-Jamal & Al-Jamal, 2014) resembles it to the heart of the communication process and the basic axis on which the process rests. It takes numerous forms; it might be written words, oral, body language such as smiling, or grinning; it might be clear or ambiguous.
- Receiver: He is the other party who receives and responds to the message if it fits, then he sends a feedback. The message might include information or data.

Means / channel of communication

It is the means or channel through which the message is sent to the receiver. It might be personal talks, telephone calls, memoranda, and reports (Al-luwaisi et al.).

- Feedback: It is the reaction toward the message which reflects message acceptability or rejection (Stowe, von Freymann, & Schwartz, 2012).

With regard to communication methods and types, the researcher sheds light on them as follows: First: verbal communication which (Al-Jamal & Al-Jamal, 2014) defined as the way in which words, phrases, and sounds are sent by the sender orally through mouth and tongue and the receiver gets these sounds via his ears. Good speech enjoys the following: good quality, sound type, word choice, and adaptability. Second: Non-verbal communication: (Al-Jamal & Al-Jamal, 2014; Al-luwaisi et al.; Alshatnawi, 2014) Stowe,) indicated that it is a method of conveying our feelings, opinions, and viewpoints through body movements. (Alshatnawi, 2014) also mentioned that

information and feelings can be conveyed through body movements. It is a language per se which has its features, meanings, and implications. Humans use this language, which is more truthful than its verbal counterpart. It includes movements of the (eye, face, hands and distance).

As for communication types, they are as follows

- Speaking skill: it is an oral type of communication by which the speaker gets in direct contact with others. Weakness in this skill makes the speaker lose time and opportunities due to indifference and inaccurate talk ([Al-luwaisi et al.](#)),
- Listening skill: It is not only limited to what the ear hears in receiving voice vibrations, but it is an attempt to comprehend what the speaker says so as to be either sympathetic or adversary toward him and that requires to put ourselves in his shoes; thus, be imaginative.
- Persuasion and affecting skill: It is the ability to influence others. It is a human action which is affective in proportion with its perfection.
- Dialogue skill: it is a type of talk between two persons or two groups who debate in an equal manner.
- Negotiation skill: It is a joint process to adapt conflicting interests to come up to a solution acceptable to both parties.

Literature review

The researcher in this part of the study will review relevant literature as needed. ([Aloraini, 2012](#)) conducted a study aiming to unveil hindrances in the process of communication. In that study, she attempted to identify communication problems between students of higher studies and teaching staff members at Yarmouk university from the perspective of the students. She tried to specify problems that lead to make the communication process defective. The study concluded that most of the problems in the process resulted from not providing students with chances to talk face to face to staff members, besides preferences given by staff members to certain students at the expenses of others, in addition to hubbub outside classrooms. The study also concluded that young teaching staff members have more contacts with students. ([Alshatnawi, 2014](#)) conducted a study entitled "communication skills of teaching staff members in the faculty of education at Yarmouk university from the perspective of students" which aimed to determine whether teaching staff members have communication skills from the perspective of students. The study came up to the following results: staff members of the faculty of education possess that skill. It was also found that there were differences with statistical significance regarding communication skills among staff members in the faculty which might be attributed to the variable of academic department, but there were no differences pertaining academic experience ([Vertino, 2014](#)). ([Artman, 2005](#)) conducted a study entitled "Needed communication skills during initial employment as perceived by graduates of the West Virginia University Davis College of agriculture, forestry, and consumer sciences". The study aimed to determine the communication skills used during initial employment of graduates of Davis college who were registering in the communication course of agricultural resources. The study came up with the following conclusions, the foremost of which are: The graduates use communication skills, especially those of speaking and listening, but lack for the skill of negotiation and persuasion. The study also revealed that there were differences with statistical significance between the means of cognition and students use of communication skills from the perspective of managers which might be attributed to gender, but there were no differences with statistical significance between means of achievement by college students for verbal communication from the perspective of managers attributed to the variables of work type and job performance. ([Ayish, 1998](#)) conducted a study entitled "Developing communication skills of Chinese students in Canada" in which he aimed to verify performance of oral communication of Chinese students in Canada. To verify that objective, the researcher adopted the experimental descriptive method. The results revealed that there were statistical differences between the means of degree of practice among Chinese students from the perspective of their instructors that might be attributed to qualification, academic department, and gender. But there were no differences with statistical significance between means of degree of practice of Chinese students that might be attributed to instructors age and students having high communication skills that comply with skills of speech and negotiation. ([Aloraini, 2012](#); [Sulaiman & Raifu, 2020](#); [Wang & Anwar, 2021](#)) conducted a study entitled "Investigating the efficacy of a training program for

math teachers based on math communication. Criterion for achieving and developing written and oral communication skills for students of intermediate level in Saudi Arabia". To researcher designed a training program. The study came up with conclusions among which are the following: there were differences with statistical significance at the function level ($\alpha = 0.05$) between means of sample members pertaining achievement in favor of the experimental group. The researcher recommended that universities and faculties of education and those specialized in math to prepare math teachers through the verbal, and written communication skills. (Stowe et al., 2012) conducted a study entitled "strategies for developing international communication skills for business students". The study aimed to reinforce students' communication skills through teaching staff and employees at Walden University and to ascertain the vision of teaching staff members and employees communication skills of business graduates. The study came up with the following results: the student developed their communication skills after graduation. There were no differences with statistical significance between the means of business of students' achievements from the perspective of instructors attributed to specialization and academic degree.

Methods and Procedures

This chapter discusses methods and procedures used in the study as presented in methodology, population and sample.

Study methodology

The researcher used the descriptive analytical survey method that collects information from the population that comprises teaching staff members at the deanship of preparatory year of Imam Abdul Rahman Bin Faisal University. The information will be analyzed afterwards.

Study Variables

Independent Variables

- Social type: It has two levels (male and Female)
- Department: It has five levels (self-development, English language, computer, basic sciences, and Islamic culture).
- Experience: It has four levels (From 1-5, 5-10, 10-15, 16 and above).

Dependent variable

The degree of practicing verbal communication skills by students of the preparatory year at Imam Abdul Rahman Bin Faisal university during the academic year 2019/2020 as perceived by teaching staff members. This was quantitatively measured by the study tool.

population and sample of the study

The population of the study comprised all teaching staff members of the preparatory year of Imam's university during the academic year 2019/2020.

Table (1)

Population distribution according to social type, academic department, and years of experience

Variable	Levels	Number		
		Male	Female	Total
Social types Academic department	Social type			
	Self-development	38	31	69
	English Language	52	66	118
	Islamic Culture	12	12	24
	Computer	18	28	46
	Basic sciences	29	34	63
Experience	Total	149	171	320
	From 1-5	31	77	108
	From 6-10	65	70	135
	From 11-15	27	20	47
	16 and above	17	13	30

Total	149	171	320
Grand Total	320		320

The number of staff members amounted (230). Sample of the study was collected using the purposive method. Tables (1) and (2) represent the population and sample of the study divided according to: social type, academic department, and years of experience.

Sample of the study

The sample was randomly collected from teaching staff members of the preparatory year at Imam's university the numbers, in whose choice the following variables were considered: social type, academic department, and years of experience, amounted (136).

Table (2)

Study sample distribution according to social type, academic department, and years of experience.

Variables	Levels	Number		Percentage	
Social type	Social type	Males	Females	Males	Females
		69	67	22%	21%
Total		136		43%	
Self-development	Self-development	20	24	06%	07%
English Language	English Language	18	25	06%	08%
Islamic culture	Islamic culture	9	5	3%	02%
Computer	Computer	10	5	3%	02%
Total		69	67	22%	2%
		136		43%	
	Basic sciences	12	8	4%	2%
	Total	69	67	22%	21%
	From 1-5 years	13	10	4%	3%
	From 6-10	14	17	5%	5%
	From 11- 15	29	30	9%	9%
	16 and above	13	10	4%	4%
	Total	69	67	22%	21%
Grand total		135		34%	

Tool of study

The tool of study is the questionnaire prepared by the researcher in order to investigate the degree of practicing verbal communication skills by preparatory year students from the perspective of teaching staff members at Imam's university during the academic year 2019/2020. Theoretical literature and relevant studies were reviewed. The questionnaire contains five fields relevant to verbal communication skills which are: speaking, listening, dialogue, persuasion and affecting, and negotiation. All fields are covered by (39) items divided as follows in table (3).

Table (3)

Distribution of questionnaire items into five skills

Field	Items number
Speaking skill	7
Listening skill	10
Dialogue skill	5
Persuasion and affecting skill	9
Negotiation skill	8
Total	39

In compliance with Likert five- point scale, each item included the following ranks: (very high, high,

medium, little, and very little). They were given the following points: (5,4, 3,2,1) respectively.

Validity and reliability of the tool

The tool in its first version was sent to a group of judges (10) in number, in order to examine clarity and drafting of the items, in addition to items deletion, amending and belonging to its filed. Some items were amended and other deleted, but all judges agreed on suitability of 80% of the items. Alpha Cronbach coefficient was used to calculate scale coefficient. The reliability percentage which was (0.94) was acceptable. The study was applied to an exploratory sample of (50) teaching staff members who were randomly selected internally from the study population and externally extraneous to the sample.

Application

(160) copies of questionnaire were electronically distributed to teaching staff members. (150) answers were accepted, but (14) of them were excluded due to incompleteness. Data were tabulated in tables using SPSS in order to process the necessary statistics of the study.

Statistical processing

Arithmetic means in standard deviations, coefficients, and one -way ANOVA were used. (T-test) was also used to explain the differences in the degree level of students use of communication skills in accordance with the variables of: social type, academic department, and years of experience (Javed, Ashraf, & Khan, 2020; Khan et al., 2021).

Study results and explication

Through limitations, study sample, and statistical processing used in the study, the researcher came up to the results presented in the tables that follow. Results were interpreted in ratio to percentages and arithmetic mean, according to the estimates in the following table (4).

Table (4)
arithmetic mean

Mean	Level of response (practice)
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

1-Results and interpretations of the first questions, which is: "what is the degree of practicing verbal communication skills by preparatory year students from the perspective of teaching staff members? are presented in the following tables:

Table (5)
arithmetic means and standard deviations for the degree of practicing verbal communication skills by preparatory year students from the perspective of teaching staff members are arranged in a descending order according to axes: N= 136

Axis	Arithmetic mean	Standard deviation	Degree of practice
Fifth: Negotiation	3.94	057081	High
First: Speaking skill	3.68	70584	High
Third: dialogue skill	3.66	064934	High
Fourth: Persuasion and affecting	3.56	082785	Medium
Second: Listening skill	3.47	079305	Medium

Total	3.66	063253	High
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Table (5) reveals that the arithmetic means for all axes of the questionnaire which ranged between (3.47-3.94) out of (5). The total grade for all axes was a mean of (3.66) high axes of speaking, dialogue, and negotiation also ranked high; persuasion and affecting ranked medium. This is due to students' practice of speaking, dialogue, and negotiation with each other and with staff members. This result agrees with those of (Stowe et al., 2012; Sulaiman & Raifu, 2020). As for persuasion skill, students didn't practice it much for they need skills of high rank while listening is a normal skill.

Table (6)

arithmetic means and standard deviation for the degree of practicing verbal communication skills by preparatory year students from the perspective of staff members arranged in a descending order according to items: N = 13.

Item	Arithmetic means	Standard deviation	Degree practice	Rank
Returns greeting and shakes hands with the other party	4.22	0.835	Very high	34
Deals with others respectfully while negotiating	4.11	1.023	high	37
Defends his right while negotiating politely and capably	4.06	0.727	high	38
Respects feelings of the other party while negotiating	4.04	0.682	high	35
Achieves his goals through using noble means and values	4.03	0.815	high	39
Easily accepts others apology when they err	4.01	0.71	high	19
Listens carefully and doesn't interrupt the other party	3.92	0.761	high	9
Negotiates others in a skillful manner	3.88	0.699	high	18
Shows that he enjoys listening to the other party	3.79	0.758	high	13
Repeats certain words and sentences which reflect interaction with the other party	3.78	1.267	high	11
Can understand other needs while talking to them	3.78	1.127	high	3
Gives others the opportunity to present their opinions through dialogue	3.78	1.011	high	26
Enjoys persuading others on a certain issue	3.75	0.917	high	28
Enjoys discussing social issues with his instructors	3.74	1.059	high	25
The speaker notices listener's attention through answering yes or through humming	3.71	1.087	high	14

Item	Arithmetic means	Standard deviation	Degree practice	Rank
He cares about how his speech affects other	3.71	0.997	high	1
Tries to use simple words	3.68	0.851	high	4
Conforms with speaker's psychological case in pleasure or sorrow	3.66	1.08	high	17
Can easily understand views of others	3.64	1.055	high	21
Cares about conformity between sound Pitch and the topic	3.63	1.047	high	6
Apologizes in case he makes a mistake	3.61	0.943	high	22
Friendly starts speaking to a foreigner	3.6	0.929	high	7
Asks the speaker to speak clearly to understand words	3.56	1.047	high	8
Provides orally the other party with convincing facts	3.55	1.002	high	27
Solves his problems with other without losing control over his emotions	3.55	1.002	high	29
Faces critiques of others with Pleasures	3.55	0.893	high	30
Chooses his sentences carefully to attract others	3.54	1.067	high	24
Calls his listeners with their names	3.49	1.018	high	5
Gives his opinion and comments even if not required	3.49	0.937	high	20
Enjoys sitting for long to achieve his goals	3.43	0.677	high	33
Criticizes behavior, but not personality	3.4	0.954	high	31
Concludes his speech with sentences like enjoyed talking to you	3.31	1.034	high	10
Quickly stops discussions that don't interest him	2.66	0.9	medium	23
Busy himself drawing on paper while talking to the other party	2.44	0.879	little	12
Better evaluates topics after speech is over	2.40	0.847	little	16
Jots down notes through talk to help in discussion later	2.30	0.837	little	15
Total	3.60	0.632	high	

Table (6) reveals that the arithmetic means of all items ranged between (3.30-4.22) out of (5). All means are between very high and high except for item (quickly stops discussions that don't interest him) ranked medium; items: (busy himself with drawing...; evaluate some topics...; jots down notes....) all ranked little. The table also shows the highest practiced item were:

- Returns greeting
- Deals with others respectfully
- Defends his right in negotiation
- Respects feelings of the other party
- Achieves his goals through noble means....

The means of answering such items ranged between (3.02- 4.22) out of (5) and that might be because students' level of communication skills for both males and females was high and associated with academic status. The students possess such skills and practice them on campus.

The arithmetic means of the items: (returns greeting deals with others respectfully and defends his right while negotiating ...) ranged between (4.6; 4.11, 4.22) indicating a very high or high degrees of practice which might be attributed to the importance of shaking hands, a social behavioral principle, in addition to the importance of negotiation for the student as it helps achieve good relations with colleagues and staff members. Such a thing is reflected in students' achievements. This finding agrees with that of (Hamdeh, 2021). The following items rated last:

Item	Arithmetic mean	Standard deviation	Degree of practice
Busy himself drawing on paper while talking to the other party	2.44	0.879	Little
Better evaluates topics after speck is over	2.40	0.947	Little
Jets down notes through talk to help in discussion later	2.30	0.937	Little

The mean of all these items rated 2.30, 2.40 2.44 ranking little. This might be attributed to difficulty of practicing these items because they need high communication skills through evaluation and taking notes. The students care for subjects other than these in the verbal communication process specially in listening which stands an obstacle in the process of communication. 2- Results pertaining the second questions "Are there differences with the statistical significance of the degree of practicing verbal communication skills by preparatory year student at Imam's University...? (T) test was used to explain the differences between the two viewpoints of staff members which might be attributed to the social variable of the aforementioned students?

Table (7)

(T) test illustrates differences between the two view points of staff members in accordance with the social category variable. N= 136

Social category	Sample	Arithmetic mean	Standard deviation	Deviation error	Degree of practice	(T) value	Statistical function
Male	69	3.80	66.12	4.55	145		
Female	67	3.75	76.12	12.22	52.70	8.77	0.642

Table (7) reveals that there were differences with statistical significance at the function level ($\alpha \geq 0.05$) between degrees of sample members attributed to social category. Male means were (3.80), while female's were (3.75) (T) value was (8.77) and the function level (0.642), a value of statistical significance because (T) value at 134 degree of freedom when (t) test is calculated for two unequal samples was (1.96) at the level (0.05) according to which the (t) value was considered functional. 3- Results pertaining the third question: Are there differences, with statistical significance between the degree of students' practice at Imam' University at the function level ($\alpha \geq 0.05$) ...? ANOVA test was used to distinguish differences between staff members perspectives attributed to academic department variable pertaining students' answers. Table (8) elucidates that.

Table (8)

(T) test illustrating the differences between staff members perspective, pertaining academic department. N= 136

Department	Arithmetic mean	Standard deviation	Degree of practice	of Rank
Self-development	3.94	0.835	Very High	34
English language	3.70	1.020	High	37
Islamic studies	3.20	0.640	High	38
Computer	3.30	0.660	High	35
Basic sciences	2.94	0.490	Medium	39

Table (9)

ANOVA test used to check the differences between staff members perspectives according to academic department variable. N=136

Variance source	Square total	Degree of freedom	Square mean	(F) value	Function level
Between squares	588.791	4	2150.404	13.76	0.000
Inside squares	566451.717	156	3200.141		

Tables (8 & 9) reveal that there were differences with statistical significance at the function level ($\alpha \geq 0.05$) between practice degree of preparatory students with regard to verbal communication skills attributed to development department. Its mean was (3.94) followed by English language, computer, and Islamic culture consecutively. (F) value was (13.076) at a function level (0.000) and was statistically significant. This might be caused by students' developing their talents and personalities through a set of courses they studied and was reflected in their good relations with staff members. Such a finding agrees with those of (Ayish, 1998). Results pertaining the fourth question: "Are there differences with statistical significance at the function level ($\alpha \geq 0.05$) regarding the practice of preparatory students ... ? ANOVA test was used to distinguish the differences between staff members perspectives attributed to the variable of their experience pertaining students' degree of practicing verbal communication skills at Imam's University. Table (10) illustrates that.

Table (10)

(T) test illustrating the differences between perspectives of staff members in accordance with years of experience. N= 136

Experience	Arithmetic mean	Standard deviation	Degree practice	of 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 and above	4.53	0.80	Very high	35

Table (11)

using ANOVA to distinguish differences between staff members perspectives in accordance with years of experience. N= 136.

Variance source	Square total	Degree freedom	Squares mean	(F) value	Function level
Between squares	711.791	3	2015.254		
Inside squares	52.6451.614	157	3100.141	0.160	0.090
Total		160			

Table (9 & 10) show that there were no differences with statistical significance at the function level ($\alpha \geq 0.05$) between the means of students practicing verbal communication skills at Imam's University which might be attributed to years of experience. The arithmetic mean of experience was (4.053) for those whose experience was 16 years and above. (F) value was (0.160) with a function level of (0.090) which is statistically significant on Shaffe Scale. Those individuals with long experience were able to provide students with high communication skills and with how to deal with students and instructors in a good way as that was reflected on the psyche of preparatory students. Such an influence made students to correctly choose the suitable words when dealing with instructors. This agrees with (Hamdeh, 2021; Sulaiman & Raifu, 2020). 5- Result pertaining fifth question: "Are there differences with statistical significance between students to degree of practice... ? ANOVA was used to distinguish differences between staff members perspective with regard to students practice of verbal communication skills that might be attributed to social

category, academic department, and years of experience. Table (12) illustrates that.

Table (12)

(T) test used to distinguish differences between staff members perspectives in accordance with interaction between social category, academic department and years of experience variables. N= 136.

Variable	M	F	Arithmetic mean	Standard deviation	Degree of practice	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 – above			5.50	0.650	High	36
Department						
Self-development			4.718	0.890	High	35
English language			4.064	0.840	High	36
Islamic Studies			3.60	0.750	High	34
Computer			3.60	0.750	High	33
Basic sciences			3.90	0.780	High	36

Table (13)

ANOVA used to distinguish differences between staff members perspectives in accordance with social category, academic department, and years of experience. N= 136.

Variance source	Square total	Degree of freedom	Square mean	(F) value	Function level
Between squares	701.791	2	1815.354		
Inside squares	512842.511	158	3010.151	7.834	0.001
Total		160			

Tables (12 & 13) reveal that there were differences with statistical significance at the function level ($\alpha \geq 0.05$) between means of students practice for verbal communication which might be attributed to social category, department, and experience. The highest mean was (4.718) in favor of males in self-development departments; (4.064) for males in the English department. Those with experience from (6-10) (F) value for them was (7.834) with a function level (0.000) which is statistically significant. The results regarding, positive treatment of instructors, providing students with necessary skills, long experience of staff members, type of course in Arabic with students' desire to learn it, English language and students enjoyment of learning it as a foreign language, all agree with the findings of (Al-luwaisi et al.; Rollins, 2004; Siedentop & Van der Mars, 2004).

Findings of the study

The researcher came up to the following findings:

- The degree of students practices of verbal communication skills from the perspective of staff members in all items were similar except for four of them; means ranged between (2.30-4.22) out of (5).
- There were no statistical differences at the function level ($\alpha \geq 0.05$) for the variable of social category from the perspective of staff members.
- There were differences with statistical differences in students inclinations attributed to academic department in favor of self-development with and arithmetic mean (3.94) and a functional level ($\alpha \geq 0.05$)
- There were no differences with statistical significance at the function level for staff members answers attributed to experience variable.

Recommendations

In light of the findings, the researcher recommends the following:

- To give more interest to communication skills, for students in all departments
- To hold courses for students in order to acquire more skills which benefit them in their academic and practical life
- To conduct future studies which focus on motivating students to attend conferences and training workshops in the field of self-development
- To conduct more studies on communication skills and self-development
- To train students on communication skills and on how to positively deal with their instructors

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