



# Communication Skills High-Level for Leaders and Their Relationship to Enhancing Job Satisfaction from the Point of View of Faculty Members in Saudi Universities

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## ABSTRACT

Effective communicate abilities play an essential role in fostering information and facilitating the exchange of ideas and opinions among academic department leaders in universities. This verbal exchange is especially critical in the realm of education as it contributes to creating an environment of productive interaction and dialogue thereby selling information development and increasing task pride among school members. The objective of this examination was to explore the high-level verbal exchange abilities of leaders and their effect on enhancing task pleasure, as perceived by faculty members in Saudi universities. To achieve this objective, a descriptive technique making use of a survey looks at the method change employed. The examined sample consisted of randomly selected individuals from numerous universities in the Kingdom of Saudi Arabia. Data was collected via questionnaires administered to a complete of 788 individuals. The findings revealed that the presence of effective communicate abilities among leaders in senior academic departments appreciably influences the level of process pleasure among college individuals. Furthermore, a tremendous correlation changed into observed between college members' task pride and leaders' communication abilities ( $p < 0.05$ ), indicating that verbal exchange capabilities can serve as predictors of job delight. Based on the have a look its effects, it is encouraged to provide training courses for both leaders and college individuals to strengthen their interpersonal connections.

**Keywords:** Communication Skills High-level, Job Satisfaction, Leaders, Management, Performance Evaluation.

## INTRODUCTION

The expansion of educational systems worldwide relies heavily on the task delight levels of school members in higher education institutions. Employee commitment, loyalty, and active participation are critical for achieving organizational desires and are all influenced by the aid of activity delight. Therefore, it is vital for educational establishments to prioritize the tracking and improvement of employee delight to ensure continuous development and the provision of notable services (Mgaiwa, 2021; Limaymanta & Turpo-Gebera, 2021). In specific, the process delight of faculty members in higher education establishments is of extreme importance, because it directly influences their potential to perform efficiently and reap professional, social, and psychological equilibrium. Effective communicate channels with faculty members can positively impact their task delight and overall well-being, thereby contributing to the overall success of the educational institution (de Lourdes Machado-Taylor et al., 2016; Khan, Khan, Zia-Ul-Islam, & Khan, 2017).

Faculty members play a critical role in shaping the success of students both personally and professionally. When these educators experience an excessive level of job pride, they are better equipped to provide students with the necessary theoretical and realistic knowledge to excel in their lives (Al-Jdoua & Al Khumra, 2022). Research suggests that satisfied college members contribute to a more effective learning environment with the aid of running more efficiently, demonstrating higher retention rates, and achieving greater productiveness. Moreover, activity happiness among faculty is linked to positive outcomes including improved physical and mental well-being, lower absenteeism rates, and a positive reputation for the educational institution (Nandan & Krishna, 2013). It is evident that the fine of education delivered to students is closely tied to the happiness of college members, as various factors together with working situations, experience, motivation, rewards, and gender can extensively impact their process pleasure (Hesli & Lee, 2013).

Several studies have delved into the various factors that impact faculty job satisfaction. Nassar, Heinze, Jasimuddin and Procter (2022) uncovered a noteworthy finding that student satisfaction directly influences the job satisfaction of faculty members. This underscores the significance of promoting communication about student satisfaction in order to bolster faculty members' job satisfaction. Additionally, Quiambao (2023) highlights the pivotal role of incentives and job satisfaction in shaping faculty commitment, thus influencing their overall job satisfaction. Moreover, Ahmeti and Stankovska (2023) identified a statistically significant relationship between self-esteem and job satisfaction among faculty members, with job satisfaction and career success serving as moderators of self-esteem. Shaari, Kamarudin, Ju and Zakaria's (2022) research on leadership styles revealed that transformational leadership and laissez-faire leadership have a significant impact on job satisfaction. Furthermore, Postrado and Matildo's (2023) study shed light on the dissatisfaction of non-teaching employees with their salaries, presenting a potential intervention point to enhance overall job satisfaction within the institution.

The success of any organization and the accomplishment of its goals is mostly attributed to its human resources (Đorđević, Milanović, & Stanković, 2021). Because of this, especially in governmental organizations, the human aspect was disregarded, which had a visible negative impact on employ performance. To find a solution to this issue, it became vital to raise employee satisfaction levels in workplaces (Durnali & Ayyıldız, 2019). A system of effective communication has inputs, processes, and outputs. The communication process between leaders, faculty members, and the environment surrounding them must be purposeful to bring about learning and change Efimova and Latyshev (2013) Without communication, satisfaction cannot be obtained. Through communication, ideas and information are shared, attitudes and feelings are expressed, and skills are learned, resulting in comprehension (Eğriboyun, 2022).

### **Saudi Universities Education Systems**

In recent years, Saudi universities have experienced big improvements and changes within their education systems, driven by the government's commitment to enhancing the exceptional and efficiency of education across the state (Almarghalani, Alqahtani, Alzahrani, Alqahtani, & Elhag, 2022). This commitment has led to tremendous differences, together with the transition from the conventional semester system to a trimester system, with the explicit purpose of improving educational outcomes (Alhuthali & Sayed, 2022; Al-Heizan, 2022). Additionally, the promotion of the organizational concept of learning has been encouraged to bolster organizational effectiveness and cultivate a dynamic learning environment within these establishments. Furthermore, the adoption of online learning, comprehensive with specific structures, grading systems, evaluation alternatives, education workshops, and technical guides, has been a pivotal cognizance in creating a positive learning environment and amplifying student pride inside the educational framework. Notably, the availability and effectiveness of these online systems have appreciably escalated each student and college pleasure with the overall learning experience, signifying a marked advancement in the education systems of Saudi universities (Almusharraf & Khahro, 2020).

Good communication plays a crucial role in promoting learning, comprehension, and cooperation between students, teachers, and other stakeholders, which makes it significant in the field of training (Hyun, 2021). Finding the many strategies and approaches that can be used in conversation training is the goal of this review of the literature. These strategies include the application of different viewpoints and approaches as well as quantitative, qualitative, and critical/textual processes (Wang et al., 2021; Schmidt & Skoog, 2020). Furthermore, Iranmanesh, Sabet, Beliad and Tajeri (2021) highlight the significance of effective communication education as well as the particular instruments and approaches that can be used in conjunction with this approach.

### **The Multicultural Educational Environment**

#### **Methods and Approaches in Communication Education**

Academic establishments need to employ a range of viewpoints and techniques to increase the efficacy of

communication. In verbal interchange instruction research, task/textual, qualitative, and quantitative methodologies are frequently employed (Weyant, 2022). Researchers may now explore a variety of facets of communication in educational settings thanks to these methodologies, which provide them with a thorough grasp of verbal interaction processes. According to Richardson et al. (2020), researchers can employ quantitative methodologies to measure and objectively investigate speech patterns and their impacts. However, qualitative methods offer a thorough comprehension of the distinct experiences and viewpoints of those engaging in educational discourse (Connolly, Byrne, Lydon, Walsh, & O'Connor, 2017). According to Boria and Rossetto (2017), textual and critical analysis are popular methods for examining the power relationships and social structures that affect classroom communication.

#### Teaching for Communication Skills

Effective communication skills, which include speaking, listening, discussion, persuading, influencing, negotiating, and information sharing, are seen as essential to the educational process in Saudi universities. According to Darawshah, Al-Shaar, Hassan, Almahdi and Alshurideh (2023) and Al Nasser and Jais (2022), these abilities are critical for students' self-development, academic proficiency, and future job success. Furthermore, Alkinani (2021) highlighted how communication and organizational culture improve academic HRD performance. Alhubaishy and Aljuhani (2021) have recognized the integration and deployment of digital technologies, including machine learning and information communication technologies (ICT), as a means of improving the quality of the educational process in Saudi universities.

Academic performance and English language proficiency: It is often acknowledged that academic achievement at college is significantly influenced by one's ability to communicate in English (Santos, Fernández, & Illustre, 2022). Research indicates that pupils who are skilled in English are always more likely to succeed academically (Carayannis & Morawska-Jancelewicz, 2022). Mastery of English grammar, reading, and writing has been proven to be closely associated with academic accomplishment (Andriani, Yuniar, & Abdallah, 2021). Furthermore, research indicates that it improves the correlation between students' present GPA and their prior academic achievement (Kleemola, Hyytinen, & Toom, 2022). Moreover, a correlation has been noted between students' academic achievement and their self-perception of their English ability (Arnoldussen et al., 2022). With increased English proficiency comes improved academic accomplishment as well. These results demonstrate how important English language ability is in predicting students' academic success across a range of subjects.

Areas: Saudi Arabian faculty personnel must speak the language fluently to interact with students effectively, boost their academic achievement, and establish a positive learning atmosphere. This is important because teaching and communicating with students require language competency, especially in multilingual contexts where students may have varying levels of ability in many languages (Hussain Wani, Nisa, & Prathikantam, 2023). Furthermore, to ensure efficient language use and communication between faculty and students, language planning and policy at Saudi institutions need to be increased (Alhaznawi, 2022). Faculty members must have a strong command of the English language because it is used extensively in Saudi Arabian higher education settings (Alnasser, 2022).

#### The Institutional Policies Followed in Multicultural Education

Due to the increase in immigrant populations in the globalized world, multicultural education has become increasingly important (Behbahani et al., 2020). As a result, numerous nations have created national curriculum standards and policies to meet the various demands of their citizens (Zaharia, Diaconeasa, Maehle, Szolnoki, & Capitello, 2021; Yang, 2022). However, the emphasis must now change from flimsy methods to a more socially equitable type of intercultural education (Ashwin, 2022). Promoting multicultural education is still essential for building harmony and understanding across diverse communities as globalization continues to change societies (Van der Wal, Van den Berg, & Haque, 2021).

In KSA, the institutional policies in multicultural education focus on encouraging active learning, integrating information and communication technology (ICT), and promoting student-centered approaches to teaching and learning (Cha, Ham, & Yang, 2017). These policies aim to enhance students' multicultural competence and their ability to participate in the teaching and learning process (Alhawsawi, 2017). The policies also emphasize the importance of fostering inter-religious harmony, developing noble morals, and promoting multicultural values both in lectures and off-campus activities (Rodliyatun, Nugroho, & Baidhaway, 2022). Additionally, the institutional support for multicultural-based Islamic religious education curriculum development plays a crucial role in implementing multicultural education in KSA higher education institutions (Le Ha & Barnawi, 2015). These policies aim to prevent conflicts and promote understanding and appreciation of diversity among students (Fatonah, 2019).

## Problem Statement

The regulation of interpersonal interactions and community affairs via communication is essential for the generation of directed and productive activity that promotes growth. Through the transmission of knowledge and experience from one generation to the next, they accumulate and grow, which in turn helps to advance society as a whole (Eğriboyun, 2023). Given the significant advancements in all facets of life that this period is experiencing, which are amply demonstrated in the educational sector, demand for certain sorts of talents appears. The changes occurring in the field of education at universities are consistent with high-level communication for department heads of academic units. The value of communication develops in the educational area as the primary tool for achieving educational objectives that aim to fully satisfy the professional needs of employees, develop them, and prepare them for the present and the future so that they are useful members of society. Effective communication skills have been closely linked to creating the best learning environment, according to educators from the past and now, which benefits employment. There is limited research on the role of communication skills among high-level academic department leaders in enhancing job satisfaction among faculty members in Saudi universities (Fu, & Deshpande, 2013). Studies have examined job satisfaction among healthcare professionals, such as physicians and nurses, in Saudi Arabia (Hesli & Lee, 2013). Other studies have explored job satisfaction among faculty members in institutions of higher learning in different countries, but not specifically in Saudi Arabia (Hung & Lin, 2013). Thus, educational researchers must concentrate on the degree to which faculty members' job satisfaction is increased by the communication abilities of senior academic department heads (Khan, Sudhaker, & Yeshodharan, 2022). Determining the level of job satisfaction among faculty members is essential to comprehending the overall well-being and output of academic staff at Saudi universities. Through the assessment of faculty members' contentment and happiness, educational institutions can identify areas that require attention and implement measures to enhance the work environment. Important components including workload, compensation, opportunities for professional advancement, and work-life balance have a big impact on job satisfaction. By using these metrics, decision-making procedures and the creation of programs and policies that assist faculty members can be guided in the direction of a fulfilling work environment. Ultimately, prioritizing job satisfaction can significantly impact the quality of education and academic success within Saudi universities.

## The Significance of the Research

The significance of this study is in its examination of the extent to which academic department directors have high-level communication skills in boosting job satisfaction from the perspective of faculty members at Saudi universities and its link to various variables. Due to the importance of this course, which serves as the foundation for the majority of the courses that its participants take together, and the fact that it specifically addresses faculty members—who are the most crucial component of the academic process—this study focused on department heads, who is thought of as the cornerstone of this process, as well as the degree of their job satisfaction at the university and the factors that affect their job satisfaction or dissatisfaction among university members, and finally, the possibility of university leaders using the results of this research to develop plans or amend current plans and diagnose strengths and weaknesses in the management style used?

## Objectives

The purpose of evaluating the level of high-level communication skills among academic department leaders in Saudi universities is to make a statement about the effects of the level of availability of high-level communication skills among academic department leaders in enhancing job satisfaction from the point of view of faculty members teaching. It is crucial to know that there are differences in the level of high-level communication skills among leaders of academic departments. This includes making sure that there is a statistically significant relationship between the availability of high-level communication skills and the improvement of job satisfaction.

## Research Questions

In light of the research objective, the researcher puts the following questions:

- What is the degree of availability of high-level communication skills among the leaders of academic departments from the point of view of faculty members in Saudi universities?
- How is the level of job satisfaction among Saudi university faculty members measured?
- Is there a statistically significant correlation between the degree of availability of high-level communication skills among the leaders of academic departments and the enhancement of job satisfaction in Saudi universities?

## LITERATURE REVIEW

### Communication Skills among the Management

The study conducted by Khan, et al. (2017), delved into the perception of students regarding the influence of conversation competencies with their teachers on their academic success. To comprehensively add to this subject matter, a detailed questionnaire has into developed, covering a wide range of things such as social, economic, and demographic aspects. Targeting universities offering sports activities, science, and physical education programs in Pakistan, the examine gathered facts from 418 students. Upon thorough evaluation, the researchers came to the vast conclusion that effective verbal exchange skills with teachers are a pivotal issue in determining students' academic achievement. This study sheds mild on the essential role of teacher-student communicate in shaping the educational outcomes of students in higher education institutions. In a study conducted by Matin, Jandaghi, Karimi and Hamidzadeh (2010), this consciousness focused on identifying the interpersonal communication competencies that may enhance organizational commitment. 106 people participated by responding to questionnaire items. The results of the research indicated that among the diverse abilities in the model, the best ability of team building showed a substantial relationship with organizational commitment. This highlights the importance of fostering effective team-building capabilities to enhance organizational commitment inside a workplace.

Syahrudin (2018) conducted a study to investigate the impact of Interpersonal Skills on the Performance of the Kapuas Hulu Regency Regional Secretariat Staff. Using a quantitative research approach and the survey method, the study involved 102 employees. The findings revealed that Interpersonal Skills have a positive and direct effect on employee performance. Therefore, enhancing the interpersonal competencies of employees can cause advanced overall performance at the Kapuas Hulu Regency Regional Secretariat. This study highlights the significance of interpersonal abilities in driving organizational effectiveness and offers precious insights for boosting employee overall performance in similar painting environments. The study by Babatunde (2015), delves into the influence of organizational communication on perceptions of routine within private and public organizations. The research examines both internal and external communication, placing a particular focus on customer-oriented communications. It underscores the significance of effective communication in shaping organizational culture and improving job performance. The study also clarifies the many roles and purposes of communication in businesses. Notably, the research is confined to internal and external communication, reflecting its growing significance in today's organizational landscape.

### Job Satisfaction

To determine faculty members' job happiness within the Saudi Higher Education Program and to identify the elements influencing overall job satisfaction, Kuwaiti, Bicak, and Wahss (2020) conducted a study. 943 members took part in the online survey for the study, and 850 members' replies were gathered. Regarding the dimensions of the academic functional satisfaction scale (AJS), the results demonstrated a high level of functional satisfaction. Hesli and Lee (2013) conducted a study that examined the impact of moral climate, educational process positions, and rotation on the company's sustainability. The study involved 278 employees in the United States. The analysis's findings demonstrated the significance of the employee's position in influencing the rotation's objectives, and the results demonstrated that a moral atmosphere can raise task positions while lowering staff rotation rates.

A study by Lima and Allida (2023) comprised 200 participants from three Catholic institutions and sought to determine the relationship between faculty job happiness and performance at Haiti's religious universities. The findings indicated a modest degree of enjoyment as well as a positive correlation between faculty members' performance and job satisfaction. Additionally, it shows that compensation structures, promotion strategies, working conditions, communication, and supervision must all be improved by officials to increase employee involvement and job performance. Sato, et al. (2022) also carried out research to determine the different elements that influence instructors' efficacy and performance. The findings demonstrated the connection between teacher motivation and their capacity to serve as effective mediators, as well as the part motivation plays in raising job satisfaction. It also emphasized how important a positive work environment is in shaping employees' attitudes and conduct.

The study conducted by Bella, Quelhas, Ferraz, Barboza and França (2021) delves into the significance of workplace spirituality in relation to job satisfaction. Employing the Kano model to categorize spiritual elements in the workplace, the study revealed insightful findings. It was determined that investments in coherence, purpose, identity, values, cohesion, meaning, and climate yielded greater levels of satisfaction compared to inner life and community factors. Conversely, investments in belonging, connection, and environmental factors were identified as having an indifferent impact. These findings shed light on the nuanced nature of workplace spirituality and its

differential effects on employee satisfaction, offering valuable insights for organizations seeking to enhance the spiritual dimensions of their work environment. With the participation of 5,806 employees, Bakotić's (2016) study examined the intricate connection between job satisfaction and organizational success. The findings demonstrated the important role that job satisfaction plays in influencing organizational performance by demonstrating a substantial correlation between worker job satisfaction and the business's overall success. The relationship between job satisfaction (JS) and employee performance (EP) in small and medium-sized family businesses in China was examined in Chen, Liu and Song's study from 2023. Drawing from a sample size of 150, the study showed that job satisfaction (JS), a prerequisite for organizational commitment (OC), was significantly and favorably impacted by both EP and E-HRM. The findings above underscored the significance of proficient human resource management and fostering a constructive work atmosphere in small and medium-sized family-owned businesses since these factors ultimately impact organizational prosperity and workforce contentment.

## METHODOLOGY

### Research Sample

Academic staff members from various Saudi universities, such as King Abdul Aziz University, Islamic University, Qassim University, Umm Al-Qura University, Shaqra University, Tabuk University, Hail University, and King Faisal University, participated in the study. Al Khalifa University, Northern Border University, and Jouf University. 788 faculty members who met the eligibility requirements for inclusion in the study by having more than five years of experience made up the study sample. The faculty members were chosen at random. The descriptive method was employed by the researcher. The study sample is described in **Table 1**.

**Table 1.** The Study Sample

No.	universities	Basic Sample	Sample Survey
1	King Faisal University	75	10
2	King Saud University	30	10
3	Al Baha university	25	10
4	Shaqra University	25	10
5	Tabouk university	40	10
6	Hael University	170	30
7	Al Qussaim university	40	10
8	Umm Al Qura University	40	10
9	Islamic University	35	10
10	King Abdulaziz University	60	10
11	Al-Jouf University	120	20
12	Northern Border University	128	10
	Total	788	150

### Research Instruments

The study used two questionnaires to collect data. The first questionnaire aimed to collect information from faculty members in Saudi universities regarding the presence of advanced communication skills among academic department leaders. It consisted of 23 questions and focused on four main axes: relationship with members (RWM), relationship with society (RWC), guidance and counseling (Gg), and various skills (VS). The second questionnaire aims to measure the level of job satisfaction among Saudi university professors and includes 33 statements. It is divided into six categories: support management (SM), content and work Team (CWT), Training and Development (TD), Functional Knowledge (FK), Creativity and Innovation (CI), and Performance evaluation (PE). Both questionnaires used a three-point Likert scale for answers (yes, sometimes, no), and scores were calculated accordingly. To ensure the validity and reliability of the questionnaires, the researcher used Cronbach's alpha to evaluate internal consistency. The reliability coefficient values for the first and second questionnaires were 0.83 and 0.79, respectively, which were considered satisfactory. The study was conducted between May 9 and July 24, 2022.

### Statistical Analysis

In the study, which involved 790 members of the Saudi university teaching staff, a wide array of statistical methods were employed to meticulously analyze the data. These statistical techniques included multiple

regression analysis, percentages, mean responses, chi-squares, and Pearson's alpha Cronbach coefficient, providing a thorough examination of the dataset. The utilization of IBM Corporation's SPSS 26 social sciences statistical software added a layer of credibility to the analysis, given its esteemed reputation in the field. The determination of significance at  $p < 0.05$  underscored the rigor and robustness of the findings, emphasizing the meticulous approach taken in the study.

## RESULTS

Responses to a questionnaire about the availability of high-level communication skills among leaders in Saudi universities are shown in **Table 2**, together with responses from faculty members and (X2). The average response to the RWM axis (1.81), the average response to the RWC axis (1.75), the average response to the Gg axis (1.93)  $P < 0.01$ , and the average response to the VS axis (2.02)  $P < 0.05$  The average response to the questionnaire as a whole was 1.87,  $P = 0.001$ .

**Table 2.** Availability of High-Level Communication Skills

No.	Item	Mean	SD	X2	Sig.
The first axis: Relationship with members ( RWM): Leaders do					
1	Providing moral and psychological support to members	1.85	0.81	28.06	0.001
2	Periodic meetings to identify problems to provide appropriate support	2.13	0.87	65.33	0.001
3	Giving information that works to achieve psychological compatibility	1.72	0.85	159.17	0.001
4	Supervising the progress of activities to enhance the satisfaction of members and motivate them	1.79	0.70	113.32	0.001
5	Speaking persuasively is a source of information	1.69	0.69	147.54	0.001
6	Accept different points of view during their discussion and create opportunities for discussion	1.68	0.84	190.53	0.001
Total Axes (RWM)		1.81	0.44	352.70	0.001
The second axis is the relationship with the community (RWC): the leaders					
7	Benefit from the development services provided by the local community	1.69	0.77	111.09	0.001
8	Participate in the activities of the local community	1.79	0.78	52.91	0.001
9	Interact well with the local community with its activities and events	1.78	0.82	69.95	0.001
10	Exchanging opinions and ideas with the community that serve the educational process	1.68	0.72	127.46	0.001
11	Participation of the local community in the seminars that are held	1.81	0.76	53.43	0.001
			0.51	304.02	0.001
The third axis is guidance and guidance (Gg): Leaders shall					
12	Educating members and guiding them toward building an independent academic personality	1.72	0.63	215.26	0.001
13	Listening to members' problems, and issues, and directing them toward the right solution	2.04	0.78	12.44	0.002
14	Encouragement to make decisions objectively away from subjective and personal considerations	1.86	0.71	101.65	0.001
15	Guidance for selecting businesses that are compatible with the interests and desires of members	1.85	0.76	40.82	0.001
16	Encourage work on change in the light of adapting to the environment by the prevailing system of values	2.10	0.78	19.83	0.001
17	Guidance with attention to mental health and social balance with oneself	1.81	0.63	233.64	0.001
Total Axes (Gg)		1.93	0.46	338.05	0.001
The fourth axis: various skills (VS): the leaders shall					
18	Using some different gestures and expressions when listening to the members' speech	1.97	0.71	99.26	0.001
19	Discuss various topics objectively, away from intellectual intolerance	2.18	0.72	91.41	0.001
20	Speak manner, away from sarcasm and condescension	2.00	0.79	6.75	0.034
21	Present the main ideas briefly	2.10	0.82	11.42	0.003
22	Notify the members of the importance of what they say while they are talking about it	2.04	0.73	62.69	0.001
23	Taking into account the emerging needs in the distribution of the study schedule	1.79	0.70	110.93	0.001

No.	Item	Mean	SD	X <sup>2</sup>	Sig.
	Total Axes (VS)	2.02	0.58	391.49	0.001
	Total A survey	1.87	0.38	559.37	0.001

The results of the questionnaire on the availability of high-level communication abilities are statistically significant ( $P < 0.05$ ), as shown in **Table 2**. The KMO values for the questionnaire's axes (RWM, RWC, Gg, and VS) were, however, (0.682, 0.746, 0.584, and 0.864), respectively, indicating an intermediate level. The full questionnaire's KMO values, according to Kaiser (1974), were (0.852), suggesting a high level, and the results of Barlett's test of sphericity were significant ( $P = 0.001$ ). The statistics indicate that there is a consensus (means ranging from 1.68 to 2.18 on all survey questions). This demonstrates that poll respondents believe their leaders have some communication skills To a moderate degree.

**Table 3.** Job Satisfaction for Faculty Members in Saudi Universities

No.	Item	Mean	SD	X <sup>2</sup>	Sig.
The first axis: Support Management (SM)					
1	Driving methods appropriate to the nature and type of work are available	1.74	0.69	134.88	0.001
2	There is an open-door policy for internal and external communications to face the crisis	1.89	0.78	24.50	0.001
3	Participation of the faculty member in decision-making	1.69	0.84	182.33	0.001
4	Observance of justice in treatment among faculty members	1.69	0.68	158.90	0.001
5	The management style in solving business problems is appropriate	1.80	0.71	96.55	0.001
6	Leaders promote trust, honesty, and cooperation in dealings with members	1.82	0.87	95.07	0.001
	Total Axes (SM)	1.77	0.39	485.90	0.001
The second axis: Content and Work Team (CWT)					
7	I have job stability at the university where I work	1.63	0.78	176.68	0.001
8	My job gives me recognition from others	1.72	0.77	90.48	0.001
9	Work is done between me and the members of the working group by cooperation	1.82	0.81	39.63	0.001
10	Satisfied with the fair distribution of tasks among members	1.72	0.72	108.38	0.001
11	I have friendly relations based on mutual respect with my colleagues at work	1.88	0.71	95.44	0.001
12	The university allows me to use and benefit from my skills and abilities at work	1.76	0.46	418.12	0.001
13	The university allows me to make decisions when necessary based on my interest in the work	1.63	0.78	176.68	0.001
	Total Axes (CWT)	1.72	0.77	90.48	0.001
The third axis: Training and Development (TD)					
14	Communication systems vary to contribute to correcting errors in a follow-up manner	1.72	0.63	215.26	0.001
15	Suggestions submitted by members are dealt with seriously and studied	2.04	0.78	12.44	0.002
16	Opportunities to acquire new experiences and skills are available to members	1.86	0.71	101.65	0.001
17	We are informed of recent research published in the field of work	1.85	0.76	40.82	0.001
18	Sufficient and appropriate communication and information are available to complete the business	2.10	0.78	19.83	0.001
	Total Axes (TD)	1.81	0.63	233.64	0.001
The fourth axis: Functional knowledge (FK)					
19	There is a delineation of tasks and duties, and thus the lines of authority and responsibility	1.92	0.59	348.00	0.001
20	The desires, perceptions, and needs of members are taken into account when developing training programs	2.03	0.65	216.67	0.001
21	Direction and continuous improvement of the quality of performance	1.82	0.74	67.72	0.001
22	An analytical study is conducted of the components and type of work required by each stage	1.98	0.78	15.54	0.001
23	Job enrichment is achieved through training programs	2.05	0.75	40.24	0.001
	Total Axes (FK)	1.81	0.73	74.41	0.001
The Fifth Axis: Creativity and Innovation (CI)					
24	An appropriate environment is available that contributes to the development of the spirit of creativity and innovation	1.99	0.69	125.88	0.001
25	Seminars are held among members to invest their intellectual energies	2.04	0.68	149.14	0.001



No.	Item	Mean	SD	X <sup>2</sup>	Sig.
26	Ways to invest members in a way that achieves innovative activities are being discussed	1.91	0.73	67.97	0.001
27	The brainstorming method is used to stimulate creativity	1.99	0.79	8.96	0.011
28	Members' suggestions are taken into consideration in developing work policies and methods	1.86	0.71	100.74	0.001
Total Axes (CI)		1.68	0.70	139.36	0.001
Sixth Axis: Performance Evaluation (PE)					
29	There is a link between the performance evaluation results and training requirements and needs	1.99	0.67	165.78	0.001
30	Strengths and weaknesses are identified and addressed for members	2.09	0.70	109.60	0.001
31	Active and effective feedback is available continuously	1.99	0.76	30.74	0.001
32	Appropriate means are available to measure performance	2.05	0.72	86.21	0.001
33	New policies commensurate with change are created through evaluation	1.97	0.70	115.36	0.001
Total Axes (PE)		1.89	0.74	50.68	0.001
Total A survey		2.00	0.47	346.33	0.001

**Table 3** indicates that the faculty job satisfaction survey findings are statistically significant ( $P < 0.05$ ). On the other hand, the KMO values for the axes of the questionnaire (SM, CWT, TD, FK, CI, and PE) were (0.544, 0.684, 0.584, 0.681, 0.798, 0.816), indicating another intermediate level. Kaiser (1974) reported that the whole questionnaire's KMO values were 0.843, indicating a high level and that the findings of Barlett's test of sphericity were statistically significant ( $P = 0.001$ ). The chart indicates that Saudi university faculty members' general job satisfaction is relatively poor, with the majority of averages being less than 2. This suggests that a large number of faculty members are not happy in several ways with their jobs.

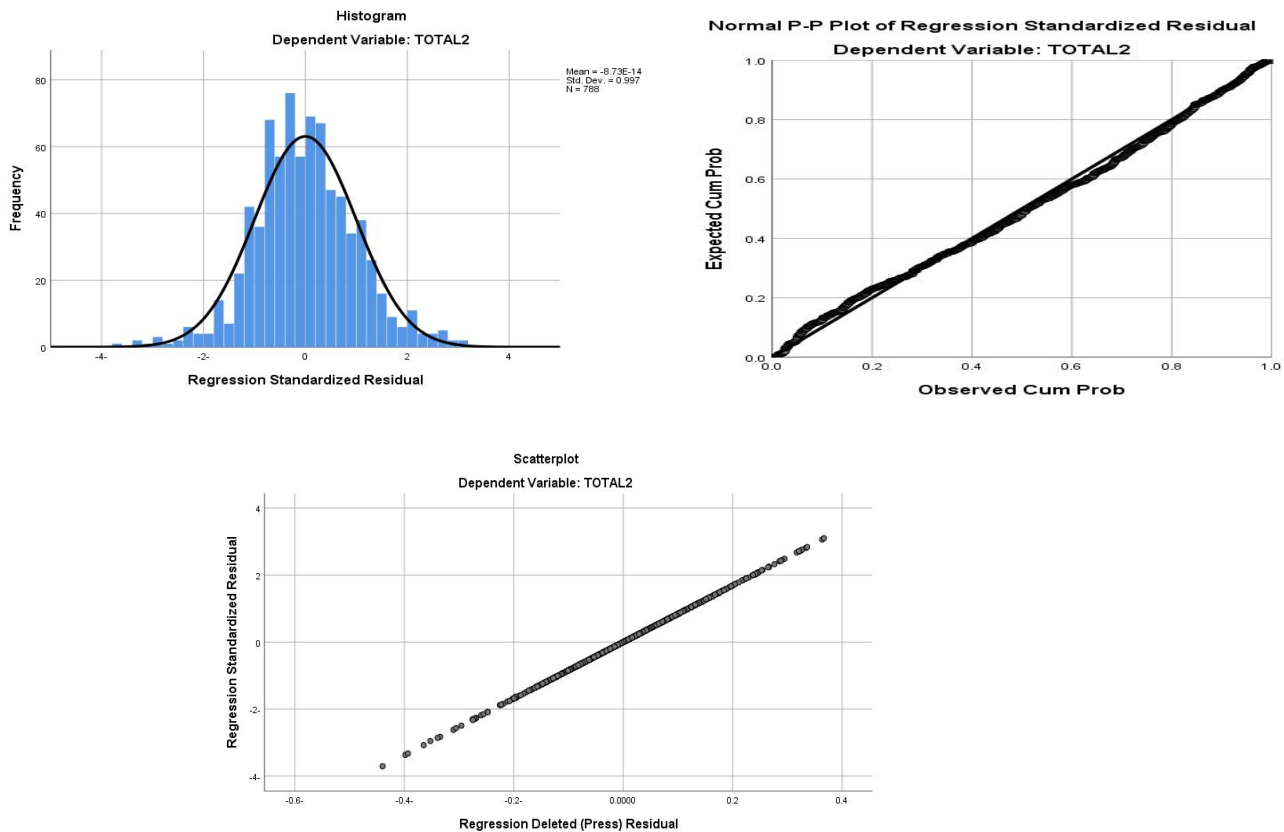
**Table 4.** Correlation

Communication Skills High-Level		Job Satisfaction For Faculty Members In Saudi Universities						
		SM	CWT	TD	FK	CI	PE	Total
1	RWM	0.581**	0.242**	0.351**	0.218**	0.331**	0.380**	0.505**
2	RWC	0.287**	0.706**	0.412**	0.383**	0.531**	0.599**	0.706**
3	Gg	0.216**	0.286**	0.980**	0.230**	0.372**	0.367**	0.602**
4	VS	0.371**	0.462**	0.454**	0.680**	0.735**	0.816**	0.864**
5	Total	0.487**	0.563**	0.721**	0.521**	0.670**	0.735**	0.902**

\*\*Correlation is significant at the 0.01 level (2-tailed).

The data in **Table 4.** shows a significant relationship between highly effective communication abilities and faculty members' job satisfaction at Saudi universities satisfaction at a statistically significant level ( $P = 0.001$ ). This implies that employees tend to be happier at work when their bosses have strong communication abilities. The remaining values in the table show how communication abilities and the other elements stated there are related. For instance, the correlation coefficient of 0.706 between RWC and CWT shows a very significant positive relationship between these two variables. Numbers highlighted with a "\*\*\*" denote statistical significance, which means that the correlation is unlikely to be the result of chance.

**Figure 1.** displays the linear data and the residual value distribution, demonstrating that this distribution adheres to the normal distribution. This demonstrates that the residuals are compliant with the linearity requirements for a regression test because they are randomly distributed around zero and do not exhibit any specific pattern. As a result, the points form a straight line, proving that the statistical model is accurate and the residual values are normally distributed.



**Figure 1.** Multiple Regression Analysis

**Table 5** displays the results of the multiple regression analysis between the axes of high-level communication skills questionnaires and job satisfaction for faculty members in Saudi universities.

**Table 5.** Regression Results

<b>R Square</b>	<b>0.845</b>
F value	916.031
Significance	0.001
Beta of RWM	0.266
Beta of RWC	0.205
Beta of Gg	0.129
Beta of Total	1.233

The researcher is attempting to apprehend if there's a relationship between the availability of high-level communication skills and job satisfaction among faculty members in Saudi universities. The structured variable in this study is job satisfaction, whilst the independent variable is communication skills. The results of the multiple linear regression analysis display that there may be a vast courting between those two variables. This is indicated by the P value of 0.001 for the regression model, which is less than the standard threshold of 0.05, suggesting that the results are statistically significant and not due to chance. The coefficient of determination ( $r^2$ ) is 84.5%, which means that 84.5% of the variation in job satisfaction can be explained by the availability of high-level communication skills. This is a high fee, indicating a sturdy dating between those variables. The beta value, which measures the strength and route of the relationship among the independent and dependent variables, is also significant ( $P = 0.001$ ). This indicates that with high-level communication skills, job satisfaction also increases. Finally, the variance inflation aspect for the model is less than three, which shows that there's no multicollinearity problem. Multicollinearity is a statistical phenomenon in which two or more predictor variables in a multiple regression model are highly correlated. If present, it may inflate the variance of the regression coefficients, making them volatile and hard to interpret. The fact that it is not present in this model provides its reliability. Through this, we can write the regression equation as follows: Job satisfaction =  $0.210 + (0.266 \times RWM) + (0.205 \times RWC) + (0.129 \times Gg) + (1.233 \times Total) + \text{error term}$ .

The study's aims have been met and the consequences are eloquently supplied within the accompanying tables. This visible representation allows for clear and complete know-how of the findings, making sure that the research goals are effectively performed. The effects of the survey are in **Table 2**. In reality, reveals the enormous impact of communication skills on the relationships among leaders, faculty members, and the community. ( $P < 0.05$ ). The facts furnished exhibit the common scores for the 4 axes: RWM, RWC, Gg, and VS. The average for RWM stands at 1.81, at the same time as RWC suggests a slightly lower average of 0.51. Moving directly to the three-axis, Gg, we see a better typical average of 1.93. Finally, the fourth axis, VS, demonstrates the best basic average of 2.02. those abilities play a vital role in fostering advantageous process attitudes and enhancing instructional overall performance. The findings emphasize the significance of leaders' communicate capabilities in growing a supportive and productive environment. This highlights the large effect of powerful communication in shaping the overall achievement of instructional establishments. It is therefore imperative for leaders to always increase and refine their verbal exchange capabilities to maximize their impact and effectiveness inside their roles.

The survey facts presented in **Table 3**. exhibit a robust feel of task delight amongst faculty members and individuals inside Saudi universities. The results of a recent survey delving into the job satisfaction of faculty members have unearthed six key themes that provide perception into their experiences inside the academic realm. Notably, help management, content and team collaboration, training and development opportunities, task knowledge, creativity and innovation, and performance evaluation all received various average rankings. The survey revealed that help management and team collaboration were rated at an average of 1.77 and 1.72 respectively, while training and development, process knowledge, creativity and innovation garnered an average of 1.81. Additionally, the performance evaluation received an average rating of 1.89. The mean rankings indicate an excessive level of job pleasure amongst college participants ( $P < 0.05$ ). The effects highlight several key elements that contribute to this sentiment, along with guidance from control, powerful teamwork, and possibilities for training and development. Additionally, the findings show that task expertise, creativity, and innovation, as well as overall performance appraisal, play a tremendous function in fostering this high degree of delight. Overall, the statistics underscore the significance of those diverse factors in shaping the overall job delight of school participants in Saudi universities.

The results of the study are shown in **Table 4**, where they show a statistically significant correlation between work satisfaction and communication skills among faculty members at Saudi universities. The results clearly show that factors that contribute to higher levels of job satisfaction include the quality of one's relationships with coworkers and the community, as well as one's ability to provide guidance and support. These findings emphasize how crucial effective communication is to creating a productive work environment in the educational sector. The study emphasizes that putting a strong emphasis on communication skills can improve faculty members' general well-being and job satisfaction in Saudi universities.

## DISCUSSION

The results shown in **Tables 2** and **Table 3** substantiate the significance of communication abilities in molding the perspectives and output of academic staff in Saudi Arabian universities. It has been demonstrated that good communication is essential for encouraging professional attitudes, improving academic achievement, and growing faculty job satisfaction. This emphasizes how crucial it is to have excellent communication skills to foster a positive work atmosphere and advance professional success in an educational setting. These results align with those of studies by Lima and Alida (2023), Eğriboyun (2023), and Fahmi and Ali (2022), which likewise validate the noteworthy influence of communication abilities on job satisfaction in academic institutions. Strong communication skills are correlated with higher activity pride levels, according to their research, which suggests that communication has a critical role in determining employees' typical levels of satisfaction with their jobs. Additionally, their results highlight the significance of honing verbal exchange skills in the context of organizational competence and imply that these skills might also act as a mediator of work satisfaction. These concepts emphasize the importance of effective communication abilities in fostering a happy and fulfilling work environment. The findings of research by Buntaran, Andika and Alfiyana (2019), Sutoro (2020), and Alewell, Brinck and Moll (2022) provided compelling evidence of the positive correlation between employee performance and job satisfaction. These results demonstrate how crucial it is to foster an environment at work where employee satisfaction is valued since it improves performance right away. The answers to the first and second questions are as follows.

**Tables 4** and **Table 5** reveal the results, which indicate a correlation between the degree of job satisfaction among Saudi university professors and their possession of high-level communication abilities. These findings are

in line with research by Lima and Aleda (2023) and Rubino, Sikumbang, Kholil and Helmi (2022), which suggests that leaders' communication abilities and faculty work satisfaction are correlated. It has been noted that people are more likely to be satisfied with their jobs when their leaders are good communicators, and vice versa. Given that job satisfaction and communication skills are tightly related, the presence of these qualities in leaders greatly enhances faculty members' sense of job satisfaction. Effective leadership and communication with employees are linked to a better work environment, enhanced teamwork, and higher job satisfaction, according to research by Alfaki and Alkarani (2021). Furthermore, Wikaningrum and Yuniawan (2018) discovered that one of the key elements influencing the ability to perform a task well is communication. Durnalı and Ayyıldız (2019) underscore the significance of communication in leadership, asserting that proficient communication can augment followers' contentment and confidence in their mentors. Overall, the findings show that effective communication is essential for affecting faculty work satisfaction and fostering organizational performance as a whole.

Research by Đorđević et al. (2021), Ulutürk and Tayfun (2019), Üstgörül and Popescu (2023), Salazar (2022), and others shows the strong influence that effective communication skills have on workers' job happiness. According to these findings, having excellent communication skills raises job satisfaction, and having transformational leadership and communication skills positively correlates with job happiness. Promoting transformational leadership and cultivating communication competency skills can improve workers' and leaders' job satisfaction. Efimova and Latyshev (2023), and Khan et al.'s (2022) research indicate that leaders possessing strong communication skills can considerably increase their team members' job satisfaction levels. According to this research, leaders who are excellent communicators might have a favorable effect on employees' job satisfaction, which will result in a staff that is more engaged and long-lasting. Because communication skills and job happiness are linked, the third question was therefore addressed. Additionally, it has been proposed that a person's communication skills can predict their level of job satisfaction. This underscores the significance of proficient communication inside the workplace, as it not only enhances overall job contentment but also functions as an anticipatory measure of it.

## CONCLUSION

The study sought to determine the availability of advanced communication skills among leaders and the level of job satisfaction among Saudi university faculty members. There were 788 participants in the study. Two questionnaires were utilized in the data collection process. The study's findings showed a significant correlation between faculty members' job satisfaction and leaders' ability to communicate. Communication skills can be used to predict job satisfaction. The study suggested providing training sessions for both leaders and faculty members to strengthen the bond between them. Leaders must be able to respectfully and professionally share their thoughts and opinions while accepting and delivering constructive criticism to others.

## LIMITATIONS AND FUTURE RECOMMENDATIONS

Despite the study's importance, it has some limitations. The study's first restriction was that it was restricted to a small number of Saudi universities and that it did not mention all of the Kingdom's educational institutions. Future research may therefore concentrate on these factors in various Kingdom areas and other educational sectors. The second restriction is the relatively small sample size ( $n = 788$ ) of responders as a result of the substantial faculty in Saudi universities. This approach may be used in the future by researchers to analyze huge samples from across the entire Kingdom of Saudi Arabia. The third restriction is the study's use of a survey questionnaire, which could have demonstrated bias with some respondents on some claims while concealing some information that would have impacted the comprehensiveness of some indicators.

Based on the results of the comprehensive evaluation of the literature, some possible future recommendations can be followed, including the following: Although this study provides evidence of the importance of communication skills and their contribution to job satisfaction from the point of view of faculty members, the findings may be used to elevate academic leaders' overall performance degrees and increase faculty satisfaction in Saudi universities. They also can be used to broaden educational leaders' verbal exchange competencies with the aid of developing education programs to help them perform better and engage with students and faculty members more effectively. These findings can also be utilized to create plans of action and suggestions for higher verbal exchange among college members and educational leaders, so one can increase their activity pleasure and allow them to participate extra efficaciously in the educational work of colleges and

universities. Making use of these findings to create an atmosphere at work where academic leaders and faculty members are free to communicate and work together contributes to improving the university ' s overall performance.

Future studies can focus on identifying communication skills and their relationship to academic performance and student satisfaction in the Kingdom of Saudi Arabia. According to the results, for leaders to be able to communicate effectively with faculty members as well as students, they need appropriate training, and therefore possible future initiatives can focus on developing training programs that give leaders as well as faculty members in Saudi universities the knowledge and skills they need to make the process successful. The study proposes the possibility of evaluating communicate competencies and task satisfaction throughout the various sectors, which include the public and private sectors, as well as between the sectors in the context of task pleasure inside the Kingdom of Saudi Arabia. Therefore, the results pave the way for future generations and initiatives aimed at enhancing communicate competencies and job satisfaction in the educational sector in the Kingdom of Saudi Arabia

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## APPENDIX A

The appendix includes a questionnaire on the degree of availability of high-level communication skills among the leaders of academic departments from the point of view of faculty members in Saudi universities.

**Table S1.** A Survey of the Degree of Availability of Communication Skills High-Level

No.	Item	Response		
		Yes	sometimes	No
The first axis: Relationship with members ( RWM): Leaders do				
1	Providing moral and psychological support to members			
2	Periodic meetings to identify problems to provide appropriate support			
3	Giving information that works to achieve psychological compatibility			
4	Supervising the progress of activities to enhance the satisfaction of members and motivate them			
5	Speaking persuasively is a source of information			
6	Accept different points of view during their discussion and create opportunities for discussion			
The second axis is the relationship with the community (RWC): the leaders:				
7	Benefit from the development services provided by the local community			
8	Participate in the activities of the local community			
9	Interact well with the local community with its activities and events			
10	Exchanging opinions and ideas with the community that serve the educational process			
11	Participation of the local community in the seminars that are held			
The third axis is guidance and guidance (Gg): Leaders shall:				
12	Educating members and guiding them toward building an independent academic personality			
13	Listening to members' problems, and issues, and directing them toward the right solution			
14	Encouragement to make decisions objectively away from subjective and personal considerations			
15	Guidance for selecting businesses that are compatible with the interests and desires of members			
16	Encourage work on change in the light of adapting to the environment by the prevailing system of values			
17	Guidance with attention to mental health and social balance with oneself			
The fourth axis: various skills (VS): the leaders shall:				
18	Using some different gestures and expressions when listening to the members' speech			
19	Discuss various topics objectively, away from intellectual intolerance			
20	Speak humbly, away from sarcasm and condescension			
21	Present the main ideas briefly			
22	Notify the members of the importance of what they say while they are talking about it			
23	Taking into account the emerging needs in the distribution of the study schedule			

## APPENDIX B

The appendix includes a questionnaire on the degree of job satisfaction for faculty members in Saudi universities.

**Table S2.** A Survey of the Degree of Job Satisfaction for Faculty Members in Saudi Universities

No.	Item	Response		
		Yes	sometimes	No
The first axis: Support Management (SM)				
1	Driving methods appropriate to the nature and type of work are available			
2	There is an open-door policy for internal and external communications to face the crisis			
3	Participation of the faculty member in decision-making			
4	Observance of justice in treatment among faculty members			
5	The management style in solving business problems is appropriate			
6	Leaders promote trust, honesty, and cooperation in dealings with members			
The second axis: Content and Work Team (CWT)				
7	I have job stability at the university where I work			
8	My job gives me recognition from others			
9	Work is done between me and the members of the working group by cooperation			
10	Satisfied with the fair distribution of tasks among members			
11	I have friendly relations based on mutual respect with my colleagues at work			
12	The university allows me to use and benefit from my skills and abilities at work			
13	The university allows me to make decisions when necessary based on my interest in the work			
The third axis: Training and Development (TD)				
14	Communication systems vary to contribute to correcting errors in a follow-up manner			
15	Suggestions submitted by members are dealt with seriously and studied			
16	Opportunities to acquire new experiences and skills are available to members			
17	We are informed of recent research published in the field of work			
18	Sufficient and appropriate communication and information are available to complete the business			
The fourth axis: Functional knowledge (FK)				
19	There is a delineation of tasks and duties, and thus the lines of authority and responsibility			
20	The desires, perceptions, and needs of members are taken into account when developing training programs			
21	Direction and continuous improvement of the quality of performance			
22	An analytical study is conducted of the components and type of work required by each stage			
23	Job enrichment is achieved through training programs			
The Fifth Axis: Creativity and Innovation (CI)				
24	An appropriate environment is available that contributes to the development of the spirit of creativity and innovation			
25	Seminars are held among members to invest their intellectual energies			
26	Ways to invest members in a way that achieves innovative activities are being discussed			

No.	Item	Response		
27	The brainstorming method is used to stimulate creativity			
28	Members' suggestions are taken into consideration in developing work policies and methods			
Sixth Axis: Performance Evaluation (PE)				
29	There is a link between the performance evaluation results and training requirements and needs			
30	Strengths and weaknesses are identified and addressed for members			
31	Active and effective feedback is available continuously			
32	Appropriate means are available to measure performance			
33	New policies commensurate with change are created through evaluation			