

# SCIENCE FACULTY MEMBERS' PRACTICE OF EFFECTIVE COMMUNICATION SKILLS WITH THEIR STUDENTS AND ITS RELATIONSHIP TO OBSERVED VARIABLES

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**ABSTRACT** *Effective communication skills are one of the fundamental skills for a faculty member in the field of higher education. Thus, the aim of this study is to investigate the practice of effective communication skills of science faculty members at the University of Tabuk, with their students in the light of variables, and based on the comparative descriptive method. Two methods were applied; the quantitative method were 26 questionnaires were distributed among the faculty members. On the other hand, six members were interviewed and analyzed qualitatively. The main results concluded a moderate practice of effective communication skills by the faculty members. The verbal communication skills came first, followed by non-verbal communication skills, then written communication skills came last. Faculty members expressed a number of purposes for practicing verbal communication such as: easiness, effectiveness, relevant to the scientific material that focuses on comprehension, saves time and effort, creates a friendly learning atmosphere, promotes other skills, and provides feedback. Whereas, faculty members practiced nonverbal communication moderately as it; promotes and supports verbal communication, decreases students' boredom. However, they avoided nonverbal communication when students did not participate and when referring to different cultural attributes between faculty members and students. Faculty members stated that they have avoided written communication due to a number of factors like; time wasting, requires technology, boredom of their students, hinders learning, impedes personal communication, does not provide immediate feedback, and the students' weakness in the English language. Furthermore, statistically significant differences raised among the faculty according to the changes in specialization, academic level, and years of academic experience. The results were interpreted based on the previous literature and ended with numerous recommendations.*

**KEYWORDS:** *Effective Communication Skills, Faculty Members, Faculty of Science.*

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