

The Role of Communication Skills in Enhancing the Quality of Academic Research and Academic Achievement among Algerian University Students: A Field Study of a Sample of Communication and Media Science Professors at the University of Oum El Bouaghi

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Abstract:

The study seeks to investigate the role of students' communication skills in improving the quality of academic research outputs and enhancing scientific achievement, by exploring the opinions and perceptions of a sample of professors .

To achieve the objectives of our study, we adopted the descriptive and analytical approach, and employed the interview tool to collect data from a purposive sample of 15 individuals from media and communication professors at Oum El Bouaghi University .

Keywords : Communication skills, Academic research, Tutorial sessions, Students, Academic achievement.

Introduction:

Communication skills are among the most essential human abilities that enable individuals to engage positively with their social and academic environments, exchange ideas, and develop relationships with peers and faculty members. In the university context, communication acquires particular significance as it serves as a key mechanism for supporting the educational process and achieving its objectives, which directly reflects on students' academic performance.

University students' success is not limited to the acquisition of theoretical knowledge alone; rather, it also requires the development of their competence in communication skills. Such skills empower them to articulate their ideas clearly, ask questions, participate in academic discussions, and collaborate effectively within research or study groups. This, in turn, contributes to a deeper understanding of course materials and the construction of more effective learning strategies.

Accordingly, examining the role of communication skills in improving university students' academic achievement is of great importance. It

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highlights one of the fundamental determinants of student success within the educational environment and provides universities and higher education stakeholders with practical insights for developing programs and curricula that enhance academic performance and improve the quality of university outcomes

1. Methodological Procedures of the Study :

1.1. Research Problem and Questions :

Higher education in Algerian universities and academic institutions has undergone—and continues to undergo—significant transformations, which have brought about a series of complexities, difficulties, and challenges in the educational process. These transformations have impacted the quality of academic training and student achievement, as well as the image and societal role of the university institution. They have also influenced the research behavior and academic performance of students, prompting researchers and specialists to examine this reality through in-depth scientific studies aimed at reevaluating educational methods and tools.

As researchers in the field of communication sciences, and based on direct observation and field experience, we have observed the pivotal role that students' communication skills play in enhancing their academic achievement. In line with the competency-based approach adopted by Algerian universities, the student is considered the central element of the teaching-learning process and an active participant in acquiring knowledge and skills. This is achieved by encouraging dialogue, discussion, the exchange of ideas, and the development of intellectual capacities—particularly communication skills—which serve as a key factor in improving the outcomes of academic research and enhancing students' academic achievement.

This observation led us to investigate the relationship between students' communication skills and academic performance in Algerian universities, by exploring the perspectives of a sample of faculty members. The study seeks to highlight the potential role of students' communication competencies in improving the quality of academic research and student achievement.

Based on this, the central research question is formulated as follows:

How do students' communication skills contribute to improving the quality of academic research and academic achievement? A perspective from faculty members in the Department of Media and Communication Sciences at the University of Oum El Bouaghi.

- This central question is broken down into the following sub-questions:
- How does university-level pedagogical training contribute to equipping students with communication skills?
- How do the methods used in leading tutorial sessions (TD) impact the development of students' communication skills and the quality of academic research?
- How do students' communication techniques and skills contribute to enhancing their academic achievement?
- What are the faculty's suggestions for developing students' communication skills?

1.2. Reasons for choosing the topic:

One of the key motivations behind conducting this study is the researcher's personal interest in exploring the relationship between students' communication skills, academic research, and academic achievement. This interest arises in the context of a visible decline in students' communication abilities, the ineffective management of tutorial sessions, and a general weakening of academic performance. This situation has been further exacerbated by the growing reliance on artificial intelligence applications, which, as observed in practice, appear to be contributing to the erosion of students' communication and learning skills due to their near-complete dependence on such tools for academic tasks.

1.3. Significance and Objectives of the Study :

The significance of this study lies in the relevance of its subject matter, which explores the role of students' communication skills in enhancing the quality of academic research. Communication skills are regarded as an essential tool in the educational process, with direct implications for students' academic achievement and training. This is particularly important in light of the noticeable decline in communication abilities among university students and the accompanying drop in academic performance. The findings of this study are expected to address a knowledge gap in this area and contribute to a deeper understanding of the phenomenon. As a qualitative investigation, the study aims to offer insights that may serve as a foundation for future research. Furthermore, the topic itself intersects with

multiple fields, including communication skills, academic research, educational psychology, and the quality of higher education.

This research represents a specialized scientific endeavor through which the researcher seeks to explore the role of pedagogical training in developing students' communication skills and the effects of these skills on academic research activities. It also aims to investigate the role and importance of the methods used in managing tutorial sessions in fostering students' communication abilities, ultimately leading to an understanding of how these communication techniques contribute to students' academic achievement.

1.4. Concepts of the Study:

The definition of key concepts is a fundamental step in scientific research, as it enables a thorough academic and sociological exploration of their nature and meaning, thereby clarifying the contours of the phenomenon under investigation. (Akkawi & Al-Tabie , p. 15)

We begin with the concept of **role**, which refers to a structured pattern of norms governing an individual's behavior in performing a specific function within a group. From a social structure perspective, the role is associated with a social position linked to a set of personal characteristics. From a social interactionist perspective, however, the role is understood as a context composed of acquired actions performed by an individual within a specific interactive social situation (Abu Musleh, p. 97).

Researchers have defined role as : "a set of actions, practices, activities, directives, guidelines, alerts, and advice carried out to achieve specific objectives." (Hussein, 2021, p. 750)

In the context of this study, the term *role* refers to the range of actions and behaviors that students adopt and commit to in order to enhance the quality of their academic research and improve their academic achievement.

The concept of **communication skills** has been defined by some as a set of behaviors, traits, and abilities related to interacting with others, enabling individuals to engage effectively and influence those around them. A "skill" may be regarded as a mechanism employed by individuals in various life domains to achieve a desired benefit. Thus, communication skills are not limited merely to the ability to communicate, but rather encompass a deeper understanding of the human communication process, including its

techniques and tools, and the ability to utilize them to achieve intended goals. (Al-Oqail , 2009, p. 43)

It is worth noting that students' communication skills are a key component in ensuring the success of the educational communication process. They require the active involvement of students and their motivation to improve both their communicative and research skills, which in turn offers several advantages, including enhanced academic research outcomes and improved scholarly performance.

Regarding the concept of *scientific research*, it is important to point out that scientific research can be classified into various types according to their objectives, the nature of the data to be collected and analyzed, as well as their scope and depth. (Al-Taeb Masoud, 2018, p. 61) Among these types is academic (or university-level) research, which is categorized based on the nature and depth of the collected data. Academic research refers to the various research tasks and activities carried out and submitted by university students during supervised coursework. Such research typically relies on books, journals, and other resources available in libraries. In this context, the student's role is generally limited to summarizing and synthesizing the opinions and perspectives of previous authors and researchers, organizing these ideas in a way that serves the research topic. This type of research is commonly known as "desk research." (Al-Taeb Masoud , 2018, p. 75)

Academic achievement can be defined as a student's ability or capacity to acquire knowledge and information and transform it into measurable skills, typically assessed through oral or written examinations. (Hassan, 2003, p. 89) It refers to the process through which a student masters the skills and knowledge acquired after undergoing structured educational experiences in a specific subject or a set of subjects.

1.5. Theoretical Framework of the Study:

This study is grounded in *Symbolic Interactionism*, which serves as a theoretical framework for interpreting the formation of behavior and identity within social contexts through shared meanings among actors. The theory originated with George Herbert Mead and was later developed by his student Herbert Blumer. It is based on three fundamental assumptions: that individuals act toward things based on the meanings those things hold for them; that these meanings emerge from social interaction; and that they are continually reshaped through self-interpretation.

The theory aims to explore individuals' expectations of one another in terms of meanings and symbols. Its proponents focus less on macro-level

systems and more on symbolic interaction shaped through language, meanings, and mental imagery.

This theoretical lens allows us to examine the relationship between students' communication skills and the quality of academic research and educational achievement from the perspective of symbolic action and interaction within the educational environment. It is within this environment that meanings are constructed, roles redefined, and skills acquired—as social practices that develop through ongoing interaction between professors and students, as well as among students themselves, both inside and outside the university setting.

Such an approach enables the analysis of the subtle dynamics that shape the development of communication skills on campus, and helps to understand how these skills—considered as symbolic systems—contribute to enhancing academic practice, supporting the construction of the student's scientific identity, and strengthening their cognitive and research competence.

1.6. Type of Study and Methodology:

Based on the previously presented research problem, its underlying causes, and the significance of the topic, it becomes evident that this study falls within the scope of **descriptive research** with an analytical and interpretive dimension. This type of research aims to provide a detailed and comprehensive description of the phenomenon, followed by data collection and analysis, ultimately leading to interpretations that help bring the researcher closer to the reality under investigation. Moreover, it enables both quantitative and qualitative expression of the studied phenomenon.

Specifically, we relied on the **descriptive-analytical method** to explore the current state, its conditions, and prevailing trends regarding the potential role of communication skills in enhancing the quality of academic research output and students' academic achievement. This method was deemed the most appropriate and scientifically suitable for descriptive studies, as it focuses on collecting facts and drawing relevant inferences in accordance with the study's objectives, through the systematic. (Abdel Hamid , 1993, p. 122)

1.7. Study Population and Sample:

The study population is limited to faculty members from various scientific disciplines within the Division of Information and Communication

Sciences, Department of Humanities, at Larbi Ben M'hidi University. Given the qualitative nature of this study, which required focused data collection from a small number of participants, we opted for a **purposive sampling approach**. The sample consisted of 12 faculty members from the Division of Information and Communication. The choice to focus on this group was deliberate, as these professors possess in-depth knowledge of communication skills—one of the core subjects in their academic training. Additionally, some of them teach courses directly or indirectly related to student development, making them well aware of the importance of fostering communication skills during the university education process.

1.8. Research Instrument:

To achieve the objectives of the study and obtain scientific findings that contribute to explaining the role of communication skills in enhancing the quality of academic research outputs and students' academic achievement, the interview was adopted as the primary data collection tool. Given the variety of interview techniques, the researcher opted for a structured one-on-one interview format, using a predetermined and standardized set of written questions prepared in advance for each respondent. (Al-Najjar et al, 2009, pp. 63-64) We note that data were anonymized and stored securely in accordance with ethical guidelines

It is worth noting that the nature of the study topic compelled the researcher to rely on the interview, which is considered a qualitative research tool, given that the relationship between communication skills, the quality of academic research, and academic achievement is complex and difficult to measure or express in numerical terms. The study variables are deeply rooted in human behavior, perception, and context, and cannot be easily reduced to numerical indicators or captured through standardized tools, as they often involve dimensions that may not be revealed through quantitative methods.

In preparing the interview guide, we focused on four main axes that reflect the research questions formulated to achieve the study's objectives. After identifying the main themes, we began gathering sufficient information and data to obtain as comprehensive and broad a picture as possible regarding the study variables and their concepts, in preparation for breaking them down into indicators and dimensions that would allow the researcher to collect the necessary data to answer the study's questions and central problem.

The first axis, titled “The Contribution of Pedagogical Training in Developing Students’ Communication Skills,” included six questions. The second axis, “The Impact of the Management of Practical Sessions on the Development of Students’ Communication Skills,” consisted of five questions. The third axis, “How Students’ Communication Skills and Techniques Contribute to Enhancing Their Academic Achievement,” also included five questions. The fourth and final axis aimed to explore the sample's suggestions for improving students’ communication skills.

After conducting the interviews with the study sample and obtaining the data that would help answer the research questions, coding was performed manually without the use of any computer-assisted qualitative data analysis software. The researcher engaged directly with the transcripts through repeated readings, note-taking, and categorization of participants’ responses. This manual approach enabled a closer interaction with the data, allowing for nuanced interpretations and the identification of subtle patterns and themes in line with the qualitative nature of the study. Dependability was further ensured through the clear documentation of each stage of data analysis, making the process transparent and open to verification. Building on this manual coding process, the study then relied on the thematic analysis method proposed by Braun and Clarke, which is based on a series of key stages, as follows:

- **Familiarization with the data** — also referred to as the “preparation for analysis” stage — by thoroughly reading the participants’ responses to develop a general understanding of the data.
- **Generating initial codes**, with the aim of managing the volume of data by producing meaningful concepts and indicators (considered as analytical markers) that reflect points of interest in the data.
- **Searching for themes**, where the generated codes are grouped into categories that are related to the study variables and their associated concepts.
- **Reviewing themes** (revision and validation), where the researcher continues to refine and adjust the proposed themes in accordance with the analytical needs. The identification of themes is closely linked to the research objectives and what is deemed appropriate for addressing them. This process concludes with the final stage:

- **Defining and naming themes and writing up the findings**, through an analytical narrative supported by illustrative excerpts drawn from the participants' responses. (Bouteraa , 2018, pp. 233–235)

2. Overall Findings of the Study:

The study concluded, after analyzing the responses of the participants in the research sample, with the following findings:(with an emphasis on providing an interpretive/constructivist analysis consistent with the nature of qualitative studies, based on the application of selected concepts and assumptions from Symbolic Interactionism, as well as the broader theoretical framework of the study, which forms the core of qualitative analysis.)

- All participants in the study sample emphasized that communication skills are highly important for students, as they enable them to access information through smart search strategies across various traditional and modern platforms. They also noted that communication and research skills enhance students' ability to effectively use search engines on the internet, particularly as modern education in universities and institutes has become fundamentally linked to various forms of contemporary communication technologies. Participants agreed that today's students are increasingly required to keep pace with technological advancements by developing electronic communication skills and integrating modern technologies into the preparation of academic research, the advancement of their scientific competencies, and overall academic achievement.
- The findings revealed an almost unanimous agreement among the study participants that university students often begin their academic journey with a general weakness in communication skills, both personal and research-related—particularly in terms of their ability to speak effectively and convey ideas clearly. This deficiency results in limited interaction within lecture halls and tutorial classrooms. In this regard, it is important to stress that speaking is a fundamental linguistic skill that intellectuals and educated elites must master and prioritize. The university offers students a valuable opportunity to develop and enhance their linguistic competencies, with a particular emphasis on oral communication. Today's student is tomorrow's professional, expected to carry out responsibilities with precision

and efficiency, in addition to maintaining linguistic fluency, clarity, and accuracy. (Salamé & Belhachmi , 2003, p. 02) This underscores the urgent need to focus on strengthening students' language and speaking skills.

- Through the analysis of faculty members' responses, it became clear that there was a near consensus that collaborative learning helps students develop communication skills, and that it is the most appropriate pedagogical approach for enhancing such skills. Collaborative learning is viewed as an instructional strategy that fosters student learning and improves academic achievement, by enabling individuals to learn from one another to the greatest extent possible. (Rafat et al , 2017, pp. 329–330)
- The data obtained from the study participants revealed a prevailing trend suggesting that tutorial sessions (travaux dirigés) can serve as an effective tool and method for enhancing students' communication skills. This improvement largely depends on the teaching approach adopted by the instructor in managing tutorial sessions primarily, and lectures to a lesser extent. By offering students opportunities for interaction, dialogue, and discussion, these sessions contribute to the development of various skills, including speaking, listening, writing, reading, and both traditional and electronic research.
- Most of the participants in the study sample affirmed that students suffer from a lack of communication skills from the moment they enter university. They pointed out that the nature of pre-university education and training negatively affects individuals, as it neither enables nor encourages them to develop and strengthen their communicative abilities. In addition, it can be argued that the way in which Algerian individuals are raised and socialized, particularly regarding speaking and interaction skills from an early age, acts as a barrier to the development of these skills. For instance, and as commonly observed in Algerian society, children are not granted the right to speak or engage spontaneously with parents or relatives during social visits. This reality negatively impacts both the formation of the child's personality and the development of communication skills from an early stage. Communication skills, (Sanaa , 2014, p. 108) however, are acquired and refined through

practice, especially among children once they enter educational institutions. Furthermore, the decline in communication skills can be attributed in part to the overwhelming dominance of modern communication technologies in individuals' lives, which has come at the expense of family interaction and social communication—two elements that are widely recognized as essential to the growth and development of communication abilities. In many households, there is a tendency to instill fear and shyness around communication in children, rather than encouraging them to express themselves and build their communicative competence. Another general weakness can also be observed in a critical dimension of communication skills—namely, the act of reading. Algerian individuals in general, including students, tend to avoid reading, despite it being a foundational communication skill that significantly contributes to the enhancement of other related competencies. This observation is supported, for example, by the study conducted by researcher Kreissat Zahra, whose fieldwork highlighted low rates of daily reading among students and a general decline in voluntary reading practices. In most cases, students only read as a direct response to assigned academic tasks, rather than as a personal initiative. (Kresat, 2013, p. 510)

- All participants in the study sample indicated that the instructor plays a crucial role in enhancing students' communication skills, through both teaching methods and instructional style. This includes motivating students, understanding their inclinations, and encouraging their interests, while intelligently incorporating these elements into tutorial sessions or lectures. Such practices contribute to the development of students' skills, reinforce their self-confidence, and push them toward serious and effective academic achievement. It is evident that teaching strategies play a vital role in fostering both motivation and drive—which are essential not only for skill development, but also for academic performance. From the perspective of Symbolic Interactionism, the instructor–student relationship can be seen as a symbolic interactional space in which meanings are constructed, identities are shaped, and skills are formed through ongoing social exchanges. The teaching strategies employed by the instructor do not merely transmit information, but act as symbolic mechanisms that foster students' internal motivation

and communicative competence—both of which are crucial for skill acquisition and academic success.

- The majority of participants in the study sample believe that the university professor plays a significant and fundamental role in developing and enhancing students' communication skills. Through their teaching methods and interaction with students, professors contribute—whether directly or indirectly, intentionally or unintentionally—to encouraging students to improve and strengthen their communicative abilities. The professors also highlighted a point that we consider particularly important: most of them agreed on the need to focus more attention on first-year students, in order to instill in them early academic research habits and traditions, as well as social and interpersonal interaction skills that would enable them to develop their communication competencies over time.
- The professors agreed on an important point: the need to change how directed work sessions are managed, and to use them as opportunities to improve students' communication skills. This aligns with the vision of the Ministry of Higher Education, which has been working in recent years to apply the competency-based approach. This approach aims to enhance teaching practices by helping students turn knowledge into practical skills and adopt it as part of their everyday behavior. It focuses on the learner's active role in the learning process and encourages interaction with both the academic and social environment through meaningful activities in different situations. This approach values modern educational concepts such as motivation, engagement, discovery, and creativity. In this model, the teacher is no longer just someone who delivers information, and the student is no longer just a passive listener. Instead, the teacher acts as a guide and motivator, while the student becomes the center of the learning process and plays an active role in it. (Bouhouche, 2018, p. 60) It is worth emphasizing that increased communication and interaction tend to enhance the effectiveness of learning and lead to better educational outcomes—academic achievement being among the most significant.
- the professors unanimously pointed to a noticeable decline in the academic, intellectual, and cultural levels of university students in

recent years. They stressed that this decline has had a direct and negative impact on students' communication skills, which are essential for effective learning and academic engagement. Some professors also observed a general lack of motivation among students to develop or improve these skills during their time at university. This trend became particularly apparent during the COVID-19 crisis, which further disrupted opportunities for interpersonal interaction and skill development. Such a decline in communication competencies raises serious concerns about the future of higher education outcomes and, more broadly, about the prospects of future generations and the nation's intellectual capital.

- The majority of the study participants indicated that TD sessions represent a valuable opportunity for students to improve their communication skills, through direct interaction between the student and the instructor, as well as among students themselves whether in groups or individually during presentations, problem solving tasks, and discussions of current developments. This is in line with the principle of collaborative/interactive learning within the framework of the competency-based approach, which was previously referenced. Rather than relying on passive, lecture-based methods, directed work sessions can be effectively utilized to encourage students to engage, communicate, and participate in discussions, to express their opinions, and to develop presentation and public speaking skills. Over time, this allows students to acquire communication competencies that contribute to improved academic achievement. Based on what has been presented, it can be said that the student's primary task is to learn. Under optimal conditions, this challenging task requires motivation, planning, analytical thinking, and the ability to apply acquired knowledge. (Brahmi, 2014/2015, p. 216) And this pedagogical teaching methods of applied classes help to achieve this.
- Most of the study participants affirmed that communication skills play a crucial and significant role in improving academic achievement. By employing skills such as reading, writing, speaking, listening, and interaction, students are able to achieve appropriate levels of academic success. These skills are an integral part of the educational process aimed at maximizing learning outcomes—especially for university students, given the nature of

this advanced educational stage, which is fundamentally based on transforming knowledge into skills that enable students to adapt to post-university life.

- The views of the study sample varied regarding the actual and practical importance of modern communication technologies in enhancing the academic achievement of university students. Some professors believe that students, instructors, and even the university itself (in terms of administration, infrastructure, and resources) are not adequately prepared—technically, pedagogically, or psychologically—to integrate modern communication technologies into the educational process. This is due to a set of challenges related to the student, the university, and the teaching staff. It is believed that the move toward adopting modern communication technologies in education aims to achieve learning objectives with a high degree of mastery. However, in the Algerian university context, this goal first requires a realistic, implementable strategy that aligns with existing resources and prevailing mindsets—far from improvisation or attempts to impose these technologies in institutions that lack, above all, the necessary technical infrastructure, and secondly, the qualified human resources. Nonetheless, we reaffirm the importance of employing modern communication technologies in Algerian universities, provided that appropriate conditions are in place to activate their role in improving students' academic achievement. This includes the provision of adequate equipment and devices, accompanied by continuous and practical training for both faculty members and students. On the other hand, some participants in the study expressed the view that initiating the use of modern communication technologies in the educational process is important, even if there are shortcomings that may be addressed over time. They emphasized that academic achievement must benefit from what technology can offer, and that digital illiteracy among both students and university instructors must be eliminated.
- The perspectives of the study sample differed regarding the role of modern communication technologies in improving academic achievement and developing students' communication skills. Opinions ranged between those in favor—despite existing

shortcomings—and others who were reserved or unconvinced about this approach, given the current conditions and practices previously mentioned.

- The majority of the study participants affirmed that their efforts to improve students' communication skills—particularly during the early years of university—have contributed to creating motivation among students to enhance their communicative competencies and to take full advantage of directed work sessions for that purpose. This, in turn, has played an effective role in improving both the outcomes of these sessions and the students' academic achievement. In this regard, we emphasize the crucial and active role of the university instructor in the educational process. The university professor must fully assume this role and work to overcome scientific, pedagogical, and social obstacles. The instructor is a fundamental pillar of higher education, and the success of the educational process at the university—along with the achievement of its objectives—largely depends on the effective fulfillment of their responsibilities and duties as defined. This is essential for ensuring the quality of higher education and serving society through the formation of graduates equipped with the skills and competencies necessary to play positive roles in the future. Only then can the Algerian university fulfill its genuine and leading role within society. The university functions as a system or structure that shapes the social reality. It is the institution entrusted with training and graduating elites, safeguarding the national intellectual framework, and preserving the sources of science and knowledge. The university professor bears the primary responsibility for preparing future generations by equipping them with multiple skills—such as communication and interpersonal abilities, critical thinking, and logical analysis—so that graduates may be considered qualified individuals capable of serving their society.
- The study participants agreed on the importance and role of communication skills in improving the outcomes of directed work sessions and students' academic achievement. They emphasized that today's university student is more than ever required to focus on developing their communication skills—especially digital communication skills—given the rapid and continuous changes occurring both in society and within the university system itself.

These changes reflect what can be described as an information or knowledge society—one based on the generation and use of information in everyday life, where such information becomes a mode of living and behavior that guides and shapes the human being of the 21st century. The increasing shift toward research, innovation, and scientific production calls for greater proficiency in digital communication and its technologies. In this context, the concept of digital humanities has emerged. It refers to a social project formed by networks of individuals working together, sharing research, engaging in dialogue, collaboration, and even competition over time—a culture that values cooperation, openness, relationships, and creativity. (Chaaban , 2021, p. 536)

- The majority of the study participants emphasized that the instructor is a cornerstone in developing students' communication skills. Through their role in the educational process—and by virtue of their professional, pedagogical, and even social experience—the instructor is capable of motivating students, inspiring their determination, and fostering a desire for growth and skill acquisition. Moreover, the instructor plays a key role in raising students' awareness of the importance of communication skills and their direct relationship to academic achievement.
- Some participants in the study highlighted the importance of organizing training workshops on both traditional and modern communication skills, considering them valuable opportunities for students to develop and refine their abilities. Several participants suggested allocating time within directed work sessions for students to practice writing scientific paragraphs in response to open-ended questions, followed by interactive discussions. Such activities, they noted, would contribute to the development of various communication skills. Others recommended encouraging students to participate in scientific clubs and to revitalize their activities, as these can play a significant role in enhancing students communication competencies.

Conclusion:

In conclusion, the relationship between university students' communication skills and the quality of academic research and academic

achievement is both direct and indirect. For instance, writing skills—among others—are directly linked to the quality of academic research, as they enable students to formulate research problems clearly and accurately. Likewise, dialogue skills allow students to articulate, defend, and discuss their ideas with professors and peers. This, in turn, facilitates deeper understanding and the development of conscious critical thinking, which enhances academic performance and supports the university's broader educational goals.

As for the indirect relationship, communication skills play a key role in fostering students' self-confidence and reinforcing their sense of self-efficacy, which motivates them to produce higher-quality academic work. Furthermore, the development of digital communication skills enables students to access and utilize information resources more effectively, thereby improving the quality of their research outputs.

It should also be emphasized that students' mastery of both traditional and modern communication skills contributes significantly to the enhancement of academic research quality and supports their academic success. Therefore, relevant stakeholders must acknowledge the critical role of communication skills in advancing the university's mission and work to ensure the necessary pedagogical, administrative, and academic frameworks are in place to support this endeavor.

In light of this, the study recommends integrating communication skills into university curricula and including dedicated modules focused on their development—particularly in the early years of higher education. It also calls for the organization of targeted training workshops aimed at strengthening students' oral and written communication skills, including presentations, discussions, dialogue, and scientific writing. Moreover, university instructors should be encouraged to adopt interactive teaching approaches that foster communication competencies while addressing individual differences. Directed work sessions should serve as practical platforms for applying communication skills through discussions, text analysis, and student presentations.

Students should also be encouraged to participate in academic and cultural clubs and contribute to their development, as these environments offer valuable opportunities to enhance both individual and group communication. Lastly, it is vital to build institutional awareness of the importance of academic communication and to foster a university culture that regards communication skills not as peripheral or secondary, but as an

essential and integrative component in shaping both researchers and students. Empowering university students with strong communication skills is not a mere intellectual luxury, but a foundational pillar for developing conscious scholars and achieving a university that is truly active and engaged within the knowledge society.

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