

Evaluation of Communication Competence in University Professors from the Student In light of the digitization of higher educations' Perspective: A Field Study in the Department of Social Sciences – University of Arab Ben Mahidi

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Received: 06/02/2026 ; Accepted: 14/06/2026 ; Published: 26/08/2026

Abstract:

This study evaluates university professors' communication competence from students' perspectives using indicators such as communication patterns, classroom environment, delivery, listening, motivation, and non-verbal cues. A descriptive-analytical approach was employed, using a questionnaire to assess these indicators. The sample included 30 purposively selected students from the Social Sciences Department at Arab Ben Mahidi University. Data were analyzed through percentage calculations. Results showed an 80% level of classroom interaction, indicating the presence of communication competence among university professors.

KeyWords: Efficiency; Communication; Communicative Competence; University Professor.

Introduction:

Communication is the foundation of social systems and the cornerstone of human relationships, as it plays vital roles within institutions. The university represents an educational institution aimed at achieving societal goals, where the university professor is the primary individual responsible for accomplishing these objectives and ensuring the success or failure of the educational process. This responsibility is fulfilled through a set of competencies (communicative, personal, academic, pedagogical, professional, social, administrative, etc.) that assist in performing the tasks assigned to them.

The professor's communicative competence serves as the mirror reflecting all these competencies through the communication process within the classroom. It is not enough for the professor to possess these competencies without communicative competence. Academic qualifications and expertise in a specific field cannot be conveyed to students without the ability to communicate. In fact, this depends on the proficiency of the sender, the professor, as described in communication terms, such as linguistic ability, the logic of influence, persuasion, and impact, as well as the art of delivery, both verbal and non-verbal, with clarity, along with possessing accurate information. This allows the professor to engage in discussions with students, taking into account their abilities and readiness, by creating a positive, healthy environment that stimulates their motivation and fosters the development of all their capabilities aimed at ensuring the quality of training future professionals.

There are numerous examples of professors who possess academic competence and a wealth of information and facts but lack the communicative competence necessary to transfer knowledge and skills to students. As a result, learning does not occur. This was confirmed by Aziz Hana's

study, which stated that the success of the educational process depends 60% on the role of the professor within the classroom, while the remaining 40% pertains to other elements of the learning process (curriculum, administration, etc..).¹ Additionally, the study by Mouhammed Souheil and Qaddour Ben Ayad emphasized the importance of certain characteristics or indicators in the university professor for the communication process to be successful within the classroom, such as experience, fairness in dealing with and assessing students, as well as listening and respecting students' opinions.²

In order for communication to succeed within the classroom and for the university professor to achieve their goals, they must possess communication competence (such as horizontal communication, a positive classroom environment, effective delivery, active listening, motivation stimulation, non-verbal communication, etc.). This is because the professor is the sender, the student is the receiver, the message is the educational material or the course content, and the medium is the teaching tools used by the professor to achieve the lesson's objectives. The classroom is the ideal space for this communication process to take place. Therefore, the professor must work on developing this competence to manage their class effectively, as it has a significant impact on the quality of outcomes and the development of a student who creates knowledge, rather than merely transmitting it.

Thus, the research questions can be formulated as follows:

- Is there interaction within the classroom from the students' perspective?
- To what extent do the students perceive the presence of communication competence indicators in the university professor?

Study Importance:

The importance of this research is highlighted through the following points:

- Emphasizing the importance and effectiveness of communication competence within the classroom.
- Shedding light on the communication process practiced by the professor within the classroom, which reflects on the quality of outcomes.
- Utilizing the findings of this research to develop the communication skills of the university professor.
- Providing feedback to the Department of Social Sciences and the university regarding the current state of communication in the classroom and the role of communication competence.

Study Objectives:

The objectives of the research are as follows:

- To evaluate the interaction within the classroom between the university professor and the student during the instructional situation, which reflects the extent to which the professor practices communication competence indicators that contribute to improving the student's development.
- To identify communication patterns and focus on the predominant pattern within the classroom.
- To understand how the university professor practices communication competence during the instructional situation.

Definition of Terminology:

This research evaluates the communication competence of university professors, encompassing several concepts: competence, communication, communicative competence, and university professor.

- Competence: Refers to the set of knowledge, skills, and abilities that help achieve the highest possible goals.
- Communication: Refers to the interaction that occurs between the professor and students within the classroom.
- Communicative Competence: Refers to the professor's possession of a set of skills (horizontal communication style, persuasion, listening, motivation, positive classroom environment, non-verbal communication) through which they can foster interaction within the classroom. It is the level of competence attained by the research sample, as measured through the questionnaire applied in this study.
- University Professor: Refers to a person who possesses a set of academic, pedagogical, personal, social, ethical, and administrative competencies. This person is qualified and capable of effectively conveying and transmitting ideas and information to students.

THE FIRST TOPIC: THEORETICAL ASPECT

FIRST REQUIREMENT: COMMUNICATIVE COMPETENCE

Communication plays a fundamental role in the life of societies. It allows for the exchange of ideas, attitudes, values, cultures, and civilizations. Communication is a shared and purposeful process, serving as the foundation of human relationships. It is the effective tool for transferring information, ideas, values, and attitudes across various educational institutions, particularly in universities, which are places where the elite is formed, reflecting the communicative competence of the university professor.

SECOND REQUIREMENT: CONCEPT OF COMMUNICATION

Firstly: Linguistic Definition of Communication

The term "communication" is derived from the root word (salah), which encompasses two main meanings:

The first refers to the connection between two entities or individuals, opposing separation, disconnection, and distance. The second meaning refers to reaching or completing a certain goal.

In Arabic, communication linguistically signifies the establishment of a link (reaching) and the relationship, culminating in achieving a certain purpose of that connection. The widely used term in foreign languages is "Communicate," derived from the Latin word "Communis," which means "shared" or "participation." In English, the word "Communicate" implies making something common or shared between individuals or groups. This reflects the form of communication in English as the exchange of meaning, making it general between two individuals or between groups.³

Secondly: Technical Definition of Communication

- Karl Fland defines it as a process where the sender transmits a signal or message with the intent to alter or change the behavior of the receiving individual.⁴
 - Communication is an interactive process through which information and messages, both verbal and written, are transferred with the intent to influence and modify human behavior.⁵
- Communication is:

- A means of transmitting meanings from one party to another, either unidirectional or bidirectional.
- A dynamic, not static, process that involves actions and reactions.
- One of the pillars of guidance.
- The exchange of meanings and information to achieve goals of reporting, persuasion, and influence.
- An interactive process involving multiple parties.⁶
- From the previous definitions, we can conclude that communication is: a dynamic, interactive process between the sender (the university professor) and the receiver (the student), aiming at learning, modification, or change in behavior.

THE SECOND TOPIC: ELEMENTS OF COMMUNICATION

The communication process consists of the following elements:

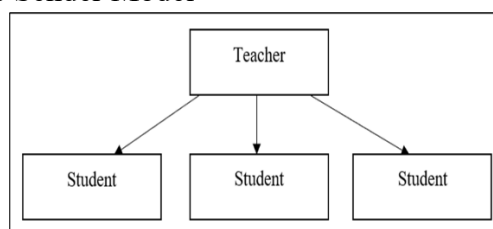
- Sender: The creator of the message, which could be an individual or a group. The sender is responsible for communication and must possess a range of skills, including logic and rhetoric, as well as the art of delivery, listening, and the ability to persuade. Additionally, the sender must have speaking skills and the ability to convey the message with minimal distortion.
- Message: The meaning, idea, or content that the sender conveys to the receiver. It is the actual result of translating thoughts and specific information into a language that can be understood.⁷
- Medium or Channel of Communication: The method through which the message is transmitted from the sender to the receiver, such as language, signals, gestures, or images.⁸
- Receiver: The individual who receives and interacts with the message. The receiver is influenced by it and is the intended target in the communication process.⁹
- Feedback: The effect or response from the receiver, whether positive or negative.¹⁰

From the above, it can be concluded that the communication process is a participatory one, involving the integration of various elements.

THIRD TOPIC: COMMUNICATION MODELS¹¹

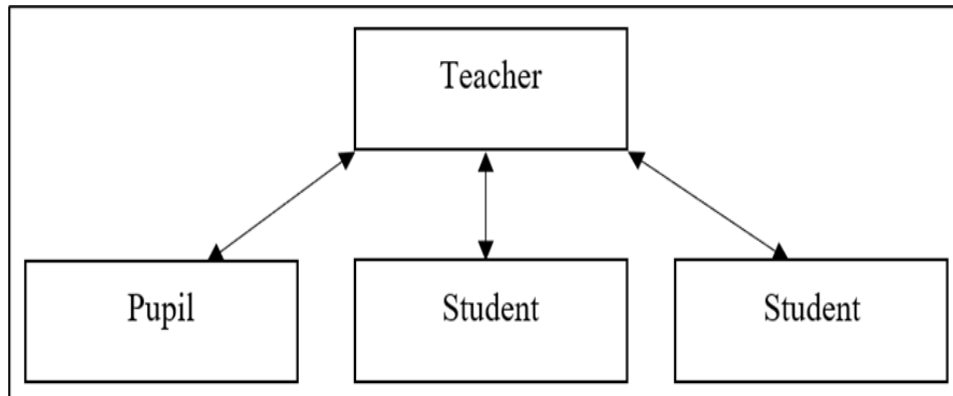
The Professor-as-Sender Model: This model is considered one of the least effective communication styles. In this scenario, the professor always controls the situation, remaining the sender at all times, while the student is merely the receiver. This creates a passive role for the student. However, relying on this model consistently exposes the educational process to failure and supports what educators call "banking education," which views the student as a mere container of knowledge. This model does not allow students to engage in communication with one another in the learning environment.

Figure 01: Teacher as the Sender Model



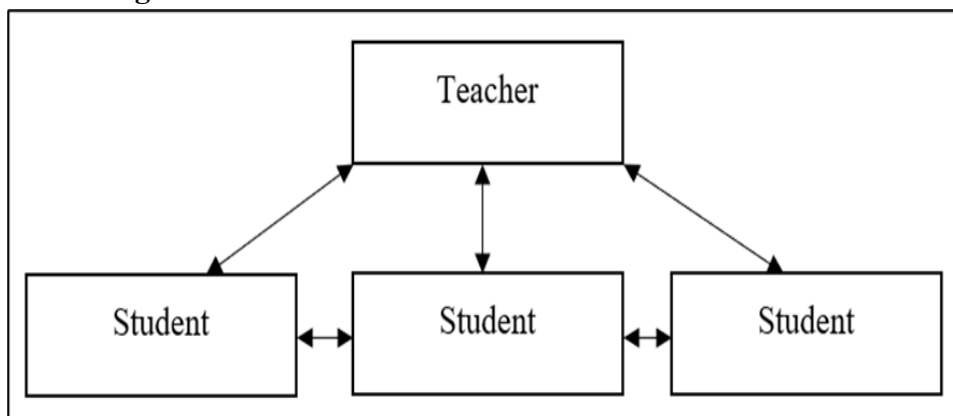
Professor and Student as Sender: In this pattern, communication occurs from top to bottom, from the professor to the students. The professor is the sender, and the students are the receivers. The student may engage in discussions with the professor, posing questions and inquiries. This may also occur in reverse. This pattern reflects the democratic aspect of student communication with their teachers, allowing them to express their viewpoints clearly.

Figure 02: Teacher and Student Both as Senders Model



Vertical and Horizontal Communication (Ascending and Descending): Communication can be vertically descending from the professor to the student, where the professor poses questions to the students or introduces new lessons. Alternatively, communication can be horizontally ascending, from the students to the professor in the form of a discussion or presenting an opinion. Communication may also be horizontal in a two-way direction between students.

Figure 03: The Vertical-Horizontal Communication Model



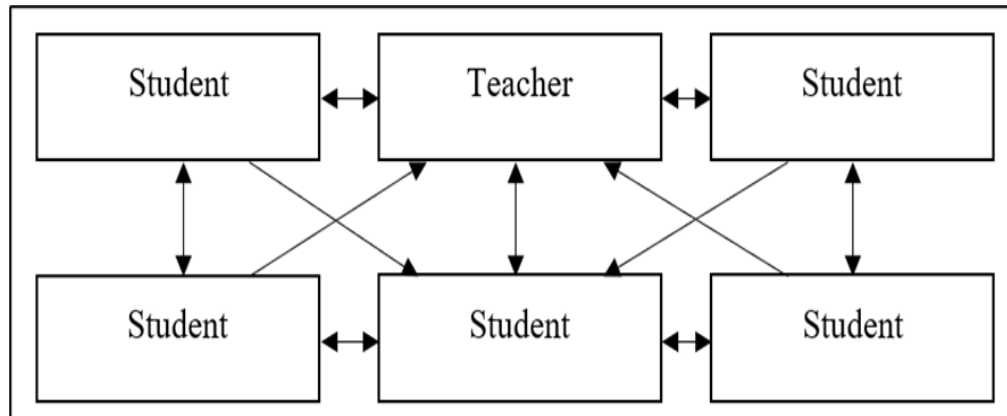
FIRST REQUIREMENT: MULTICHANNEL COMMUNICATION PATTERN

This pattern reflects the nature of communications not only between the student and the professor, or vice versa, or between students themselves, but also includes the interaction of students with their peers, discussing and exchanging opinions with them. This pattern is considered one of the most aligned with contemporary educational trends. However, there are certain factors that may hinder the adoption of this pattern, including:

- High student density in the classroom,
- The heavy workload of the curriculum,
- Limited availability of educational tools,
- Low level of teacher preparation,

- Dependence on the traditional lecture-based teaching method.

Figure 04: Multi-Channel Communication Model



From the four models, it can be concluded that the two most effective communication styles in the educational context are vertical communication and multi-channel communication.

FOURTH TOPIC: IMPORTANCE OF COMMUNICATION

The importance of communication can be summarized in the following points:

- Communication opens the door for human interaction, providing an opportunity for thinking, exploration, dialogue, and the exchange of information.
- Communication allows for the opportunity to understand the opinions and ideas of others through actions.
- Communication helps in the transfer of customs, cultures, and civilizations between societies.
- Communication is used to learn about current events as they unfold.¹²

The importance of communication in the educational process is evident through dialogue between the professor and students, where ideas and information are exchanged, stimulating their motivation and considering individual differences to facilitate learning in the least amount of time and effort.

THE FIFTH TOPIC: BARRIERS TO COMMUNICATION

- Language: Particularly unclear or ambiguous language.
- Psychological and Personal Barriers: Fear from one party toward the other, reluctance to communicate, lack of motivation from one side, issues of bias, selfishness, and the desire to withhold information. There are also issues of superiority complexes in either the sender or the receiver, as well as coercion and doubt regarding what the other person conveys.
- Organizational Barriers: Inadequate communication systems or a lack of a clear organizational structure.
- Cultural and Social Barriers: These include certain customs, traditions, or communication rituals that need to be followed, such as cultural backwardness, social, and cultural class divisions.
- Obstacles Resulting from Communication Channels Used: The lack of sufficient and appropriate communication channels or the ineffectiveness of the channels used.
- The disparity in level and perception between the sender and the receiver.

- Inattention, distraction, and the disorganized and incoherent presentation of the message.¹³

These obstacles hinder the university professor's performance of their role in the classroom, and therefore, the professor must possess communication competence in order to achieve their objectives.

THE SIXTH TOPIC: CONCEPT OF COMPETENCE

- Linguistic Definition of Competence: In "Lisan al-Arab" by the scholar Ibn Manzur, it is stated that "kafa'ah" means to reward or compensate, and "kafa" also refers to an equivalent or counterpart. The word "kafa" and the noun "kafa'ah" refer to equality or parity.¹⁴
- Terminological Definition of Competence: The definitions of competence vary, including:
 - Competence is the ability to perform a task or job effectively, that is, with the least amount of effort and cost and with the greatest possible impact. It can be cognitive or performance-based.¹⁵
 - Competence is defined as the teacher's possession of a set of knowledge, skills, abilities, concepts, and attitudes that can be derived from their various roles. It is practical performance that can be observed, analyzed, interpreted, and measured.¹⁶
 - The Research Center defines competence as a desired general ability that can be broken down into measurable skills and knowledge.¹⁷

FIRST REQUIREMENT: EDUCATIONAL COMPETENCE

Educational competence refers to achieving the highest possible return with the least amount of effort, money, and in the shortest possible time.¹⁸

Thus, competence is a set of knowledge, information, and skills that a university professor possesses in order to achieve educational objectives.

SECOND REQUIREMENT: COMMUNICATION COMPETENCIES¹⁹

Discussing educational communication requires the presence of various communication competencies, both at the institutional and individual levels, for those involved in this important field of our daily lives.

THIRD REQUIREMENT: SENDER'S COMPETENCIES

- The ability to set clear, precise, realistic general and specific communication goals through the capacity to plan the message to be conveyed to the recipient in a manner that facilitates understanding and representation.
- A thorough understanding of the content of the message, including the knowledge, facts, emotions, positions, and skills it contains, which builds trust in the recipients. The recipient's trust in the communication source is fundamental in determining the extent to which they are influenced and persuaded by the messages conveyed.
- The ability to utilize linguistic tools, symbols, and signs used in formulating different messages, ensuring their alignment with objectives, and the capacity to select the most effective communication medium for conveying the message in the best possible way.
- Understanding the characteristics, abilities, skills, desires of the recipient, and the ability to respond to individual differences that characterize the audience throughout all stages of communication.
- The ability to absorb the recipient's desires, take their interests into account, and respect them even when they differ from one's own desires and convictions, while providing

continuous opportunities for the recipient to express their inner thoughts with a reasonable degree of freedom and flexibility.

- The ability to measure reactions and understand the feedback that the sender receives in various forms, and the readiness to incorporate this feedback into the development of the communication process at all its stages.
- The desire to follow up and the willingness to engage in continuous development in line with the advancement of communication technology.
- The use of body language, including facial expressions, eye movement, proximity, touch, and variations in tone of voice.
- Combining verbal and non-verbal communication to clarify the educational message.
- Competencies of the Recipient:
 - The desire to actively participate in the communication process, along with the motivation to receive the sender's messages within the available context and using the available means.
 - Proficiency in the language used by the sender in their messages, including verbal and visual signs, symbols, and other elements, ensuring comprehensive understanding of its content and the ability to interact positively with the sender, thereby facilitating mutual participation and providing sufficient motivation for the sender to receive feedback.
- Competency of the Medium:
 - The ease of use by the parties involved in the communication process, meaning that it does not require skills beyond what the users already possess.
 - Its availability within the environment where it is used, allowing for its widespread use without high costs, especially if it involves tools that require broad usage, such as educational media.
 - Its provision of elements of excitement and interest for the audience, making the medium capable of creating an interactive communication situation and conveying the messages carried by the sender. Many messages are difficult to convey except through specific means, due to their characteristics.
 - Its flexibility and ability to accommodate individual differences among the audience, where its importance increases as the number of recipients expands.
 - Its ability to address multiple senses. The more a medium can engage multiple senses, the greater its capacity to provide opportunities for the recipient to express their reactions and desires.

Every university professor must possess these competencies in order to achieve quality in training outcomes. The ability to set educational objectives, plan effectively, and use linguistic tools with clarity when presenting information to students through good delivery, persuasion, and influence using evidence and arguments that enhance the credibility of the information and build trust between the professor and their students, while considering their abilities, readiness, and motivations, and providing a positive educational environment to ensure the achievement of objectives.

FOURTH REQUIREMENT: BARRIERS TO COMMUNICATION IN THE CLASSROOM

Among the key barriers that hinder the communication process in the classroom are the following:

- Excessive Verbosity: Excessive words in the educational context that fail to capture attention.
- Confusion in Meaning: The professor must ensure that their thoughts and selected words convey the same meaning to students, to avoid confusion in interpretation.
- Dry Educational Material: This increases the professor's lack of engagement in the learning process, making it one of the barriers to communication within the classroom.
- Daydreaming: Daydreaming plays an active role in hindering the communication process through words in the educational message that do not carry clear meaning or significance.
- Deficient Sensory Perception: A lack of training for the professor in using sensory perception effectively in the classroom and insufficient training for students in using their auditory and visual senses during lessons.
- Failure to Provide Physical Comfort for the Student: It is essential for the classroom to be an environment conducive to learning by providing the necessary resources and conditions that enhance the effectiveness and productivity of teaching.²⁰

Firstly: Field Aspect

- Research Methodology: Given that this research aims to identify the indicators of communication competence in the university professor within the classroom, the researcher has employed the descriptive-analytical method, which is defined as:
- Spatial and Temporal Boundaries of the Research: *Spatial Boundaries*: These are represented by the Department of Social Sciences at University of Arab Ben Mahidi - Oum El Bouaghi.

Sample of the Study: The research sample consists of 30 students who were selected purposively.

Table 1: Distribution of the sample members according to level and specialization.

Level	Specialization	Number of Students
Second Year	Educational Sciences	6
Third Year	Psychology Orthophony	4
		7
Second Year Master	Educational Psychology	8
First Year Doctorate	Work and Organization	5

Source: Prepared by the Researcher

THE SEVENTH TOPIC: RESEARCH TOOL

The research relied on a questionnaire to collect data and information, which measures the indicators of communicative competence. These indicators are represented by (horizontal communication style, positive classroom environment, delivery, listening, motivation stimulation, and non-verbal communication), which are derived from 14 statements presented in Table 02.

FIRST REQUIREMENT: STATISTICAL PROCESSING

The statistical processing was conducted by calculating percentages and frequencies.

THE EIGHTH TOPIC: PRESENTATION AND DISCUSSION OF RESULTS

FIRST REQUIREMENT: RESULTS RELATED TO ANSWERING THE GENERAL QUESTION

The first question asks whether there is interaction within the classroom from the students' perspective. To answer this question, percentages and frequencies were calculated. Table 01 presents the responses from the research sample.

Table 02: illustrates the responses of the research sample regarding the communicative competence indicators questionnaire.

Interview Questions	Frequency	Ratio
There is interaction inside the classroom	24	80%
There is no interaction inside the classroom	6	20%

Source: Prepared by the Researcher

Figure 1 illustrates the responses of the research sample regarding the communicative competence indicators questionnaire

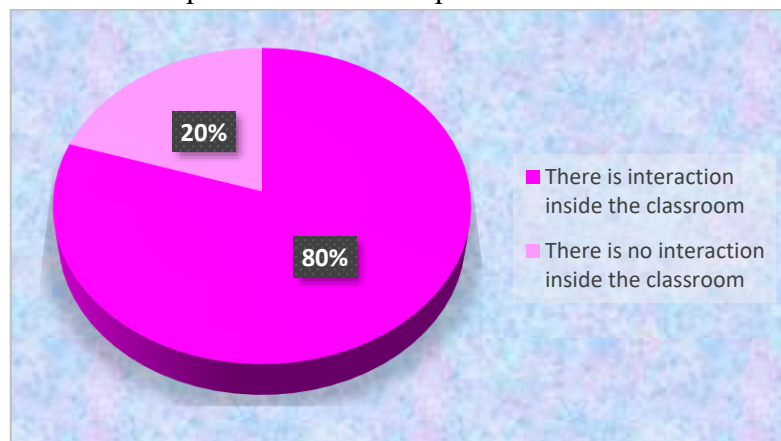


Table 01 shows the responses from the research sample, where it can be observed that 80% of the sample confirmed that there is interaction within the classroom, while 20% indicated that there is no interaction within the classroom.

SECOND REQUIREMENT: RESULTS RELATED TO ANSWERING THE SECOND QUESTION

The second question asks to what extent communicative competence indicators are present in university professors.

The communicative competence of university professors was evaluated through a set of indicators, including: (horizontal communication style, positive classroom environment, delivery, listening, motivation stimulation, and non-verbal communication), which are assessed through 14 statements. Table 02 presents the results obtained.

Table 03: Illustrates the extent to which communicative competence indicators are present in university professors, based on frequencies.

Indicators	Frequency	Percentage
1. Relies on vertical communication	7	23.33%

2. Does not provide a positive environment	4	13.13%
3. Stimulates motivation	21	70%
4. Relies on verbal oral communication	21	70%
5. Listens to students	25	83.33%
6. Has the ability to persuade	22	73.33%
7. Relies on horizontal communication	23	76.66%
8. Uses body language during communication	24	80%
9. Captures attention	26	86.66%
10. Reduces anxiety during class	27	90%
11. Criticizes student inquiries	10	33.33%
12. Uses multi-channel communication	28	93.33%
13. Considers individual differences	23	76.66%
14. Has an influential style	20	66.66%

Source: Prepared by the Researcher.

It is evident from Table 2 that the percentages of statements representing indicators of communicative competence among university professors ranged from 93.33% to 23.33%. The indicator "uses multi-channel communication" ranked first with a relative weight of 93.33%. The indicator "reduces anxiety during the lesson" ranked second with a relative weight of 90%. The indicator "captures attention" ranked third with a relative weight of 86.66%. The indicator "listens to students" ranked fourth with a relative weight of 83.33%. The indicator "uses body language during communication" ranked fifth with a relative weight of 80%. The indicators "relies on horizontal communication" and "takes individual differences into account" ranked sixth with a relative weight of 76.66%. The indicator "has the ability to persuade" ranked seventh with a relative weight of 73.33%. The indicators "stimulates motivation" and "relies on verbal communication" both ranked eighth with a relative weight of 70%. The indicator "has an influencing style" ranked ninth with a relative weight of 66.66%. The indicator "addresses students' inquiries" ranked tenth with a relative weight of 33.33%. The indicator "relies on vertical communication" ranked eleventh with a relative weight of 23.33%. Finally, the indicator "does not provide a positive environment" ranked last with a relative weight of 13.13%.

THE NINTH TOPIC: GENERAL DISCUSSION AND ANALYSIS OF THE RESEARCH RESULTS

From the results of the first and second questions, it is clear that there is interaction within the classroom, and most of the indicators of communicative competence are present among university professors from the students' perspective. The researcher interprets these findings as follows:

The professor utilizes multi-channel communication within the classroom, which results in interaction, discussion, and dialogue during the instructional situation, leading to the generation of ideas and understanding all the elements of the lecture. This is the modern teaching approach, where the student is the driving force of the learning process and a source of knowledge, while the professor acts as a guide and mentor. The student becomes a creator and innovator of knowledge, rather than merely a transmitter of it. This communication pattern supports every initiative undertaken by the students, a concept validated by recent studies, particularly the pragmatic school of thought by John Dewey. This approach focuses on multi-channel communication through

positive educational dialogue, enabling the professor to convey the educational message in a flexible manner through active, positive interaction within the classroom, ensuring the success of the instructional situation.

As for "capturing the student's attention" by the professor, this depends on the professor's speaking and delivery skills, whether verbal through linguistic fluency and mastery of the subject, or non-verbal through body language that draws the student's attention. Consequently, this leads to the ability to engage in discussions and manage dialogue through an educational scenario, positioning students in thought-provoking discussion situations. Instead of directly presenting information (as in traditional teaching methods), modern teaching methods like cooperative learning are employed, which emphasize teamwork, university dynamics, collaboration among students, idea and experience exchange, and task division, all of which contribute to a deeper understanding of the lesson.

This approach increases student activity and effectiveness in the classroom. The brainstorming method, for example, helps generate ideas from students, particularly leading to the generation of a larger number of ideas and the selection of the best ones. This reduces anxiety during the class, indicating the professor's competence in dealing with different student personalities and creating a positive, motivating educational atmosphere. Good listening, which demonstrates the professor's strong listening skills, leads to a better understanding of the students, recognizing their abilities, tendencies, and desires, as well as determining their motivation system.

Thus, the absence of problems within the classroom is ensured as the student's listening to the professor, or the professor's listening to the student, prevents any distortion in the message (the lesson or the subject). The professor is the sender, the student is the receiver, and the message is the lesson. The absence of interruptions in the classroom, along with the professor's understanding of the student's needs during the lesson, leads to the success of the educational process and the achievement of objectives. Even if the number of students in the classroom increases, this does not diminish the level of communicative competence. The professor can still listen to everyone, as listening, according to researchers (Al-Taher, Al-Zoubi), is a means of understanding others, relieving them, giving them advice, and also a sign of respect and bringing views closer together. Through listening, we can understand the students, guide them, provide advice, and reduce the waste of effort and time during the educational process.

As for body language during communication, it reflects the professor's non-verbal competence through the use of gestures and cues that stimulate motivation, attract attention, or convey the message in the form of a lecture or a warning. The phrase "relies on horizontal communication" indicates a variety in communication styles, particularly horizontal communication, which reflects the democracy of discussion and the free exchange of ideas between the professor and students, as well as among students themselves, with a willingness to accept criticism.

Additionally, "considering individual differences" signifies the professor's ability to classify students according to their capabilities, and to apply appropriate teaching strategies, teaching materials, and evaluation methods to achieve the objectives of the curriculum. Moreover, the professor's persuasion skills play a significant role in the teaching process and the ability to transfer knowledge within the classroom, which is related to the clarity of the message (the lesson). Consequently, there will be positive interaction within the classroom, leading to understanding of

the lesson and the success of the educational process. Therefore, the university professor must possess dialogue skills, including setting clear objectives for the lesson, effective planning, using diverse teaching methods, choosing appropriate educational tools to capture students' attention, and relying on evidence and proofs when delivering the lesson to ensure the credibility of the information. The professor should also use proper and persuasive language, with correct pronunciation during the presentation, and demonstrate good dialogue etiquette, as emphasized by theoretical heritage. All of this leads to achieving the objectives with the least time and effort.

The professor also relies on verbal communication within the classroom, as teaching methods such as dialogue, discussion, and lectures are used, along with the application of technological educational tools and available resources at the university, especially in light of the training framework that has established the LMD system, which emphasizes the use of technology in the educational process.

The ability of the university professor to capture the student's attention typically depends on the effectiveness of speaking and presentation skills, both verbal and non-verbal, such as body language that engages the student's focus. Consequently, the professor's ability to facilitate discussions and dialogues, and to place students in discussion situations using an influential approach, as well as responding to all student inquiries flexibly and with constructive criticism, is crucial. As for the indicator of vertical communication, there are times when the professor must employ this form to maintain discipline and adherence to classroom rules, as well as to clarify both rights and duties. Moreover, the professor's inability to create a positive learning environment, which directly impacts the quality of education, leads to the suppression of the student's desires and needs, affecting their development or mental health. Therefore, the university professor must cultivate this competency to provide a democratic and positive environment built on mutual respect and trust between the professor and the student. This facilitates interaction within the classroom, ensuring the success of the educational process. It is the professor's responsibility to create a comfortable and healthy environment for the student, as they spend most of their time at the university, particularly in the classroom. Thus, the professor should ensure a positive and healthy educational climate for the students to effectively carry out their duties and achieve success.

Eighty percent of the responses confirmed the presence of communicative competence among university professors within the classroom. This is attributed to the quality of the professor's academic training, as well as their research, experience, and training, according to student responses. Additionally, communicative competence is linked to other competencies, such as pedagogical, academic, personal, social, and ethical competencies of the university professor. The sample participants emphasized that a professor with communicative competence is one who necessarily possesses these other competencies. This professor is one who creates a healthy educational environment for students and employs a multi-channel communication style through effective academic discussions. Furthermore, the professor sets clear educational goals, plans for teaching, and delivers lessons using diverse teaching methods and educational tools that suit various educational situations, while considering individual differences and listening to students. The professor integrates verbal, non-verbal, and written communication to stimulate students' motivation, using various motivational strategies (both intrinsic and extrinsic) to ensure the

success of the communication process and, consequently, the success of the educational process with high quality.

Despite advances in scientific and technological fields, artificial intelligence, university digitization, hybrid learning, and distance education, communicative competence in the classroom—between the professor and students—remains crucial. The diverse competencies of the professor have a scientific, psychological, emotional, and even human impact, helping to activate the latent creative and innovative potentials, especially within the context of Decision 72.

Conclusion:

Through examining the research question regarding the evaluation of the communication process and the extent to which communication competence indicators are present in the university professor, we have reached results indicating a good level of interaction within the classroom. This is due to the professor's communication competence, despite the digitization of universities and the rise of distance learning. However, face-to-face education remains more effective in shaping university students, leaving a scientific and human impact, especially within the framework of the LMD (Licence-Master-Doctorate) educational system, which includes training to enhance the professor's competencies within the university system. This also contributes to improved quality of outcomes and reduces educational wastage.

Furthermore, the analysis of the research results allowed us to draw several conclusions, which we summarize as follows:

- There is awareness among students of the importance of communication competence within the classroom, and they are aware that the communication competence of the university professor positively impacts their academic performance.
- We also observed a serious awareness of communication competence among professors, as evidenced by the application of this competence in their teaching practices.

The results of this study show that the professor's communication competence contributes to the quality of education, or rather to unleashing potential and developing skills in students, such as "creativity" and "innovation." These skills, in turn, contribute to the production of quality knowledge, the development of scientific research, and the improvement of university outcomes. Ultimately, this leads to the advancement of society, as this educational institution is the ideal place for training an elite that contributes to achieving national progress.

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