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Impact of communication competencies, job requirements and Academic performance on students' career development at the University of Hail, Saudi Arabia

تأثير كفاءات الاتصال ومتطلبات الوظيفة والأداء الأكاديمي على التطور الوظيفي للطلاب في جامعة حائل بالمملكة العربية السعودية

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Written by:

Serhan Abdullah Alshammari⁷⁷

<https://orcid.org/0009-0005-5468-2128>

Abstract

Among the strategic competencies that will provide value to university students over the course of their career development plan are those that are relevant to both the needs of employers and the success of students in the classroom. This study aims to examine how students' communication skills, job requirements, and academic performance at the University of Hail, Saudi Arabia, affect their professional career development. An online survey was used to obtain the data collected for this study, which was then analysed with SPSS version 25 using multiple linear regression, making it a quantitative study. 210 students from Saudi Arabia's University of Hail were randomly selected to participate in this study's sample. Findings indicate that two of the three independent variables significantly affect the dependent variable. Therefore, a student's career development is significantly impacted by both job requirements and students' academic performance, while communication competencies are not.

Key word: communication competencies, job requirements, Students Academic performance, career development, University of Hail, Saudi Arabia.

Introduction

An enormous amount of educational development is currently being carried out in order to realise the Kingdom of Saudi Arabia's lofty 2030 vision (Jenkins, 2023; Nurunnabi,

الملخص:
من بين الكفاءات الاستراتيجية التي ستوفر قيمة لطلاب الجامعة على مدار خطة التطوير الوظيفي الخاصة بهم تلك المتعلقة باحتياجات أصحاب العمل ونجاح الطلاب في الفصل الدراسي. تهدف هذه الدراسة إلى دراسة كيفية تأثير مهارات الاتصال لدى الطلاب، ومتطلبات الوظيفة، والأداء الأكاديمي في جامعة حائل بالمملكة العربية السعودية على تطور حياتهم المهنية. تم استخدام استطلاع عبر الإنترنت للحصول على البيانات التي تم جمعها لهذه الدراسة، والتي تم تحليلها بعد ذلك باستخدام SPSS الإصدار 25 باستخدام الانحدار الخطي المتعدد، مما يجعلها دراسة كمية. تم اختيار 210 طالباً من جامعة حائل السعودية بشكل عشوائي للمشاركة في عينة الدراسة. تشير النتائج إلى أن اثنين من المتغيرات الثلاثة المستقلة تؤثر بشكل كبير على المتغير التابع. لذلك، يتأثر التطور الوظيفي للطلاب بشكل كبير بمتطلبات الوظيفة والأداء الأكاديمي للطلاب، بينما لا تتأثر كفاءات الاتصال.

الكلمة المفتاحية: كفاءات الاتصال، متطلبات الوظيفة، الأداء الأكاديمي للطلاب، التطوير الوظيفي، جامعة حائل، المملكة العربية السعودية

2017). The strategy, which was first set in 2016, aimed to reduce the country's reliance on oil imported from other countries while simultaneously making private investments in

⁷⁷ Department of Management and Information Systems, college of Business Administration, University of Ha'il, Hail, Saudi Arabia.

the source of a key driver of economic expansion and job creation (Moshashai et al., 2020). A prosperous and progressive vision is envisioned, one in which people play a central role in driving both economic development and social progress. The Saudi government established a variety of programmes and national strategic plans for the universities to put the vision into reality and bring the country closer to its aims (Jenkins, 2023; Faqih & Al-Ababneh, 2022; Nurunnabi, 2017). These were made to aid the country in accomplishing its objectives and realising its vision. Therefore, to prepare Saudi Arabian graduates for this new era of rapid change and innovation, it is essential to foresee the communication skills, job requirements, and academic programmes they will need to develop. This massive societal and economic shift, along with the rapid development of new technologies and the arrival of the fourth industrial revolution, has set the stage for an era when it will be essential to deal with unprecedented rates of change and innovation.

However, there is much disagreement among policymakers, business leaders, and academics regarding the future of the labour market and how it will be affected by the rapid changes brought on by technological breakthroughs (Acemoglu & Restrepo, 2020; Arntz et al., 2019). The advances that are being fuelled in fields such as the Internet of Things (IoT), artificial intelligence (AI), cloud computing, and big data are what are fueling the fourth industrial revolution. These developments, along with others, will make it possible to develop new career paths in the future (Kurt, 2019). As an order, companies must invest in their employees' competency development in preparation for the next industrial revolution. It is widely acknowledged that the academic programmes that students enrol in, as well as their ability to communicate effectively and satisfy the requirements of their competencies, are major factors in a country's economic success. Levesque-Bristol et al., (2019) have studied student career development with the aim of developing future-planning models and visions for the field. In addition to expanding the significance of the students' career development as a strategic component of policy development at the national and organisational levels that can be evaluated using the numerous published papers and technical reports available in the literature. Nghiem et al., (2023) conducted a study on the competencies that college students need to develop to successfully navigate the ever-shifting landscape of the business world. Similarly, Petruzzello et al., (2023) investigated

disparities in skill-set requirements for future career development and found that employers' wage levels were significantly correlated with the level of employees' cognitive and social talents. Touahmia et al., (2020) and Sonnenschein & Ferguson (2020) have examined the communication skills, professional needs, and academic programmes available in Saudi Arabia's universities. Despite the fact that there is an ever-growing body of research dedicated to the topic of the jobs of the future (Autor, 2019; Howcroft & Taylor, 2022). Universities in Saudi Arabia are currently being driven by the Saudi Vision 2030 within the context of a national momentum. The Saudi Ministry of Education is investing in this line of inquiry to better understand the skills, knowledge, and attitudes students will need in the workplace and in the classroom in the future (Jenkins, 2023; Moshashai et al., 2020). The funding is intended to facilitate strategic responses and close the gap between the demand for and supply of appropriate talent.

Therefore, this research aims to provide insights into the future communication competencies, job requirements, and academic programmes that Saudi Arabian universities will need to implement to meet the demands of the new labour market. The study's goal is to build a theoretical foundation for anticipating the skills, knowledge, and abilities in communication that will be needed in the workforce and in educational settings. This forecasting will be grounded in an analysis of the Saudi Vision 2030 objectives, with the sole aim of educating Saudi universities and other relevant policymakers on how to prioritise educational and training investments for maximum return on human capital development. Furthermore, the study's findings are expected to have significant implications for the Saudi government, businesses, and academics as they work to address the skills gap that has emerged as a result of labour market shifts.

Literature Review

Effect of Communication Competencies on Students' Career Development (SCD)

Competition among enterprises has intensified with the advent of globalisation (Abels & Bieling, 2022), and advances in information technology have altered the very character of work itself (Rantšo, 2022). There are two primary effects that these alterations will have on both graduates and universities. Graduates, for instance, anticipate that the degree programmes

they choose at their various universities will adequately prepare them for the world of work, while employers, for their part, anticipate that graduates will make a seamless transition to effective performance in their respective professions upon graduation. According to Deveci & Wyatt (2022), universities list interpersonal and Communication Competencies as the most important qualities for graduates to possess. Furthermore, Deveci & Wyatt (2022) and Prada et al., (2022) claim that effective communication is essential for achieving one's professional goals.

Because of this discrepancy, it is clear that the literature fails to accurately reflect the gap between graduates' ability levels and the requirements of effective corporate communication. For instance, Goulart et al., (2022) observe that the skills taught in written communication are often different from those necessary in the industry. Additionally, they believe that it is impossible to develop transferable communication skills that can be used in any work setting, as the specific skills required for written communication vary from business to business. Communication is one of the graduates' least developed skills, but Siddique et al., (2022) argue that the graduates' written communication skills are not nearly as terrible as is typically believed. Despite the fact that Siddique et al., (2022) concluded that improving written communication and interpersonal skills was a study of the curriculum for the relevant course, he observed that graduates lacked these skills. In order to keep education relevant to the needs of the labour field, they call for the inclusion of communication skills within the curriculum at all levels. As many authors have stressed, establishing an evaluation of the use of communication skills is crucial to informing and enabling successful teaching and learning in higher education.

For instance, several studies in Saudi Arabia have focused on the significance of developing communication skills and how universities view the attributes of recent graduates. However, the views of graduates, and particularly Saudi Arabian graduates, have received very little research attention (Alharbi, 2022). Graduates' perspectives and reflections on their use of the attributes of excellent communication skills, which should be taught in higher institutions, are important to study because of the disagreement between various stakeholders regarding the manifestation of these attributes in the workplace

(Alharbi, 2022; Sheerah et al., 2022; Bhatti et al., 2022).

Similarly, it's vital to examine the effects of utilising this crucial graduate attribute upon entry into the Saudi Arabian labour market, along with the varying needs of employers in this area. Betti et al., (2022) insist that universities put more emphasis on helping students develop their "soft skills" rather than just their "hard skills," since the former is not enough to get a good job on its own. It's true that there's a lot of disagreement over which specific skills are necessary, but nobody disputes the value of being able to communicate effectively. Research shows that excellent communication is either a top priority for organisations when hiring recent college graduates or is highly regarded as one of the most important skills for workers in general. Although studies have highlighted the importance of verbal, written, and interpersonal skills, AIKhamaiseh (2022) have shown that employers typically place a higher priority on one skill set than the others. For instance, Priyadarshini (2022) argues that communication is an important interpersonal skill and states that oral communication skills which are arguably the most important skill, is always consider to be the ability to articulate and present ideas to a wide audience. Because of this, the following hypothesis is offered for consideration:

H1: There is a significant relationship between Communication Skills and students' career development at the University of Hail, Saudi Arabia.

Effect of Job requirement on Students' Career Development (SCD)

Siddique et al., (2022) have been published in the graduate job requirements literature, and they focus on the topic of preparing students for the job market. Some of these studies relied on questionnaires in order to determine if students' coursework prepared them for entry-level jobs (Braun & Brachem, 2015). Other graduates have employed a variety of studies, including student work, focus groups, and interviews with business professionals. In an even more substantial corpus of research, Weligamage & Siengthai (2003) have drawn on a wide variety of primary and secondary sources to make their suggestions for the change of graduate job requirements.

Pefanis Schlee & Harich (2010) and Venable (2010) have also been conducted to learn how the Internet and other technologies have altered the traditional steps for getting a job after college.

Despite a variety of studies indicating an increase in the quantitative character of professions, studies of basic job requirements have found that university graduates typically lack the quantitative skills required for the workplace. Importantly, Schlee & Karns (2017) and Pefanis Schlee & Harich (2010) have suggested strategies for improving students' quantitative abilities in a wide variety of ways. However, Gray et al., (2005) discovered that quantitative skills are valued more highly by companies. The biggest challenge in meeting this primary criterion is that many students seem to have chosen the area due to a lack of quantitative skills and, as a result, eschew instruction that is numerically focused whenever practicable. Therefore, if university students realise the significance of analytical skills in the business sector, they may feel forced to develop their quantitative analysis skills. This leads to the following speculation;

H2: There is a significant relationship between Job requirement and students' career development at the University of Hail, Saudi Arabia.

Effect of Student academic performance (SAP) on Students' Career Development (SCD)

Student academic performance (SAP) is the most prevalent indication of achievement in the context of professional development, and it is one of the most important criteria in determining how successful graduates were in their educational pursuits (Özlen & Arnaut, 2013). When it comes to career advancement in the workforce, a student's academic success is one of the most important factors to take into consideration. Douglas & Gammie, (2019) pointed out that, Qualifications, technical skills, and non-technical skills are some of the other aspects of the student's future profession that are taken into consideration during the process of career development. Thus, according to Ganyaupfu, (2013), the academic achievement of students is a valuable predictor for companies to use in the early stages of selection when they are trying to decide whether or not to recruit an individual.

Gamlath, (2022); Harrington, (2022); Lent et al., (1986) and has discovered a connection between the academic success of university students and the way in which they go about developing their careers. A strong association between students' anxieties about their future careers and their academic performance was discovered in a study

that was carried out by El Ansari et al., (2017) among undergraduates in Finland. The grade point averages (GPAs) of the students were calculated three times throughout the course of the academic year to provide the basis for the data used in that study. In the meantime, Ahmad et al., (2016) investigated the connection between the education that students receive at Yamen University's hospitality and tourism programmes and the preparations they make for their future careers. In accordance with the findings of the study, the extent to which a student's academic performance and career-preparation behaviours influence the student's learning and professional behaviour is significant.

In other words, a student's performance in the classroom was a factor in the ability they possessed to make choices concerning their future careers. However, earlier research conducted by Basri et al., 2018 and Salem et al., 2013) have demonstrated that there is only a tenuous connection between students' academic success and the advancement of their careers in Saudi Arabia. According to the findings, university students who have a better degree of academic success also have a higher level of occupational uncertainty and are more likely to be nervous and unsure about their future career development. Because the majority of them have not decided what they want to do with their lives in the future, they are typically more interested in the variety of professional paths open to them. When it comes to making judgements about their future careers, these students have a stronger sense of the need to investigate both potential careers and themselves. Conversely, students who have a lower overall academic achievement level are more likely to be anxious about choosing a future profession. Because of their poor academic achievement, individuals are more likely to seek the advice and direction of professionals in order to boost their sense of self-worth and confidence during the process of recruiting and selection. This underlines how important it is to recognise and appreciate the connection between a student's academic success and the progression of their career (see the conceptual model in Fig. 1). Given this, the following hypothesis is proposed for consideration:

H3: There is a significant relationship between Student academic performance (SAP) and students' career development at the University of Hail, Saudi Arabia.

As a result, this paper delves into the reasons for and benefits of good communication skills, as well as their relevance to various professions and educational paths. The literature review delves into the most up-to-date topic of professional development. The literature further confirms the use of communication skills to conform to modern occupational standards and take part in educational programs, which provided the impetus for these lines of thought. The argument that it is important to pay attention to the importance of communication skills, job requirements, and academic programmes at universities is supported by this paper.

In addition to this, this paper also makes an argument in favour of expanded accessibility to resources in the areas of graduates' communication skills, job requirements, and academic programmes geared towards enhancing students' career development. In this paper, we consider the viability of several approaches to fostering better communication skills, job requirements, and academic programme

requirements for graduates of universities in Saudi Arabia; the usefulness of communication skills, job requirements, and academic programme requirements to universities; and the further development of communication skills, job requirements, and academic programme requirements. One primary goal of this study is to gain insight into the processes by which students at the University of Hail feel about the importance of employability characteristics, including communication skills, job requirements, and academic programmes, as well as the development of these skills there.

Conceptual framework and Hypothesis

In regard to the previous research that has been conducted, this study makes a recommendation for a research conceptual model that has a total of four variables, of which one is a dependent variable and the other three are independent variables. As a result, the model serves as a foundation around which the survey can be built (Figure 1).

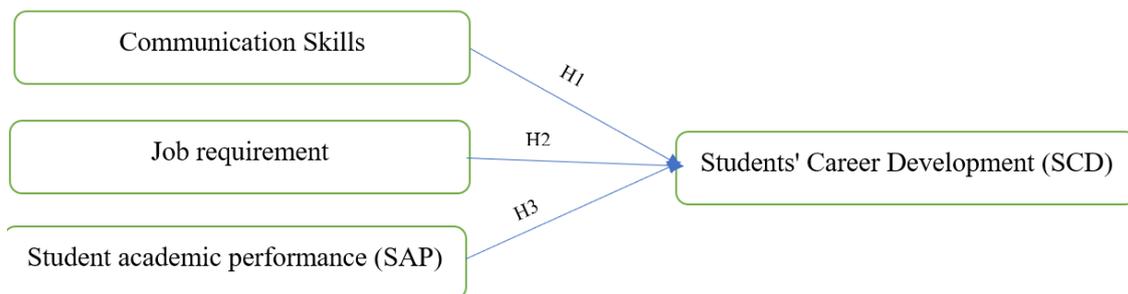


Figure 1. Conceptual framework Designed as compiled by the authors

Methodology

The questionnaires used to collect the data for this study were administered online through Google and sent over WhatsApp to several distinct student groups at the University of Hail in Saudi Arabia. And this technique has allowed for a more comprehensive collection of responses. The measurement scales for the variables of the study communication competencies (CCP), job requirements (JRQ), student academic performance (SAP), and career development (CDV) Were adapted from studies of previous research. To determine the degree to which respondents disagree or agree with the various statements presented in the various sections of the questionnaire, each of the statements was presented on a 5-point Likert

scale (ranging from strongly disagree to strongly agree). To this end, a total of 210 respondents participated in the online survey that was conducted by Google, and multiple regression analysis was carried out on the data using SPSS version 25.

Results

In the model summary seen in Table 1, the R value, which is considered to be the correlation coefficient, is shown to have a high value of 77.1% between students' academic performance (SAP) and job requirement (JRQ). This means that multicollinearity does not exist, indicating that the results are sufficiently good to proceed with further analysis.

Table 1.
Correlation (The results of the analysis are from SPSS)

		CCP	JRQ	SAPS	CDV
CCP	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	210			
JRQ	Pearson Correlation	.617**	1		
	Sig. (2-tailed)	.000			
	N	210	210		
SAPS	Pearson Correlation	.648**	.777**	1	
	Sig. (2-tailed)	.000	.000		
	N	210	210	210	
CDV	Pearson Correlation	.512**	.708**	.627**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	210	210	210	210

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

Communication Competencies (CCP), Job Requirement (JRQ), Students Academic Performance (SAPS) and Career Development (CDV)

The next step, which comes after the results of the correlation assumption test have been carried out and the overall results show that the regression model satisfies the assumptions, is to analyse and interpret the multiple regression model. This step follows the completion of the correlation assumption test results. The

multiple regression model in this study was to examine the effect of the independent variables Communication Competencies (CCP), Job Requirements (JRQ), and Student Academic Performance (SAP) on students Career Development (CDV).

Table 2.
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.721 ^a	.520	.513	.71700

a. Predictors: (Constant), SAPS, CCP, JRQ

The coefficient of determination, often known as R square, is a statistical measure that can be used to assess how well the independent variables were selected for their ability to predict the dependent variable. It gives an explanation of how much variance there is in the dependent variable, which in this case is career development (CD), based on the regression line. When the value is higher, the regression line provides a more accurate description of the data. Table 2 displays that the regression model has a coefficient of determination of 52 percent (R square). This reveals that a change of one unit in each of the independent variables is responsible for explaining 52% of the variance in career development (CD) among college students in

Saudi Arabia. From the output display of the summary model shown in table 2, we may infer the following. First, the modified coefficient of determination is 0.513. This value indicates that the association between the three variables in the regression model is stronger as the adjusted R square increases. Secondly, it is possible to draw the conclusion that 72.1% of the students Career Development (CDV) variables can be explained by independent variables. These independent variables include communication competencies (CCP), job requirements (JRQ), and student academic performance (SAP). This means that, other variables that are not accounted for in the model can account for the remaining 27.9% of the variance in the data.

Table 3.
Coefficients^a (The results of the analysis are from SPSS)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	-.474	.317		-1.496	.136
	CCP	.110	.093	.077	1.177	.240
	JRQ	.707	.104	.537	6.790	.000
	SAPS	.223	.114	.160	1.957	.002

a. Dependent Variable: CDV

Table 3 displays the regression equation depicting the partial relationship between the independent variable and the dependent variable. On the basis of the equation, the following may be deduced concerning the correlation amongst the three dependent variables: The value of the constant is -0.474, which indicates that if there is no change in the communication competencies (CCP), job requirements (JRQ), or student academic performance (SAP), then there will be no change in the career development (CDV), which is currently -0.474. The value of the Communication Competencies (CC) coefficient is 0.110, which also indicates that if performance of the Career Development (CDV) will increase by 0.11%, then communication competencies (CCP) will equally increase by 1%, and it is assumed that the Job Requirement (JRQ), Student Academic Performance (SAP), and the constant are all 0. This demonstrates that communication competencies (CCP) and career development (CDV) of Saudi university students have a positive relationship with one another. If the level of job requirement (JRQ) increases by 1%, then it is assumed that job requirement (JRQ) and the constant are both 0, and the performance of the Career Development (CDV) programme at the University of Hail increases by 0.707%. This is because the regression coefficient of job requirements (JRQ) is 0.707. This demonstrates that the job requirements (JRQ) at the University of Hail contribute more positively to career development (CDV) than communication competencies (CCP) and student academic performance (SAP). Similarly, the regression coefficient of student academic performance (SAP) is 0.223, which indicates that it is assumed that student academic performance (SAP) will improve by 0.223% at the University of Hail if the level of job requirement (JRQ) increases by 1%, and the constant is 0. This also demonstrates that the student academic performance (SAP) at the University of Hail makes a significant contribution to the student's career development (CDV).

Discussion

H1: *There is a significant relationship between Communication competencies and students' career development at the University of Hail, Saudi Arabia.*

The coefficient table 3 reveals that the value of communication competencies (CCS) is .077, whereas the value that is significantly different is 0.240. The value of significance for the communication competencies (CCS) was determined to be $0.01 < 0.05$, in accordance with the findings. It is possible to draw the conclusion that the regression coefficient of the communication competencies CCS is greater than 0.1 and, as a result, is regarded as being statistically insignificant. This indicates that the regression coefficient for the communication competencies (CCS) has no meaningful effect on a student's career development (CDV) at the University of Hail, Saudi Arabia. Therefore, we cannot accept Hypothesis 1. As a consequence, the findings of this study are consistent with the findings of a study that was carried out by Fahmi, I., & Ali, H. (2022), which demonstrated that the communication skills that are taught in universities need to be effective in order for students' career development to be improved and for it to have a positive impact on the organisations that they work for.

H2: *There is a significant relationship between Job requirement and students' career development at the University of Hail, Saudi Arabia.*

From the coefficient table 3, the value of job requirement (JRQ) is 0.53, while the significant value is 0.00. And going by the results obtained for the job requirement (JRQ), the value of significance is $0.001 < 0.05$. It can be concluded that the regression coefficient of the job requirement (JRQ) is < 0.05 and therefore is considered significant. This means that the regression coefficient on the job requirement (JRQ) has a significant effect on student's career

development (CDV) in Saudi Arabia. Therefore, we accept the second hypothesis. Consistent with prior research by Sharf (2016) and McDow & Zabrocky (2015), this study found that job qualifications are very helpful to students in advancing their careers and gaining entry into more efficient and better organisations.

H3: There is a significant relationship between Student academic performance (SAP) and students' career development at the University of Hail, Saudi Arabia.

The coefficient table 3, reveals that the value of student academic performance (SAP) is 0.16, whereas the value that constitutes statistical significance is 0.05. In addition, based on the results that were gathered for the Student Academic Performance (SAP), the value of significance is found to be $0.001 < 0.05$. Additionally, one might draw the conclusion that the regression coefficient of the student academic performance (SAP) is less than < 0.05 and is hence regarded as significant.

This further bolsters the conclusion that the regression coefficient of student academic performance (SAP) has a significant effect on student's career development (CDV) in Saudi Arabia. Therefore, Hypothesis 3 is equally accepted. The findings of this study are in line with those of studies by Kuftyak (2022), which demonstrated that the academic performance of students has a significant correlation with the career development of university students.

Practical Implications

This study examined how a student's career development in Saudi Arabia is affected by their communication skills (CCS), job requirements (JQR), and academic performance (CVD). The population were student from the University of Hail. Results from the study have backed up most of the hypotheses, proving that the proposed conceptual model has practical application. According to the results of this study, both male and female students are interested in advancing their professional careers. Hence, both male and female students should be encouraged to use career development as a tool to help them prepare for the competitive job market and high expectations of modern employers. One of the most potent and significant drivers of economic expansion and development is career development, because it contributes to economic growth and stability.

Career development in Saudi Arabia is fraught with difficulties as a result of the country's rapidly evolving information and communication infrastructure. Understanding how many factors affect students' career development is crucial for assisting them in advancing their professions. This could be accomplished by ensuring that students have access to the factors that support them and assisting them in overcoming challenges. A student's perception of his or her future career can thus be trained and shaped. In a nutshell, the results of this study may be of interest to policymakers and university administrators in Saudi Arabian universities. People can think more clearly about career development with the aid of this comprehensive model and the results of this study. With this, college students have a better chance of achieving success in their careers and contributing to the nation's overall development. Youth should be encouraged to help the Saudi Kingdom achieve its goals by being given good work because they are considered potential employees of the future. The field of human resources will thus expand among young people in Saudi Arabia as a whole by highlighting the factors that affect how students' careers develop. The results would also provide colleges with exciting new data on how to best assist young people in establishing their professional career in the future.

Conclusion

Students' career paths at Saudi Arabia's University of Hail were investigated to determine the impact of factors, such as students' communication skills, job requirements, and academic performance. Thus, this study was about how students at the University of Hail, Saudi Arabia, develop their careers in a setting and with a population that have a lot in common. The study found that job requirement (JQR) and student academic performance (SAP) measurements have a big effect on how Saudi Arabian students' careers develop. Even among students, statistical data show a strong link between job requirements (JQR) and student academic performance (SAP) and how students' careers develop. The results of this study are very important because they help government agencies learn more about how to help young college students learn and understand more about their career path.

This study, like many others, has some weaknesses that the authors are aware of so that they can be addressed in future studies. This study examines how CCS, JQR, and SAP affect the student's career development and how they

affect that development. Instead of focusing on the individual components of a student's communication competencies (CCS), job requirements (JQR), and academic performance (SAP), it examines how they affect the general student's career performance (CVD). As a result, this study proposes that future research on career development (CVD) in universities should think about incorporating CVD and its impacts. Second, it was hypothesised in this study that college students had less background knowledge in career development (CVD). Therefore, to better understand how communication skills (CCS), job needs (JQR), and academic thinking (SAP) affect a student's career performance, we recommend that future studies at Hail University look at students from institutions other than Hail University (CVD). Third, there is only one Saudi Arabian public university included in the study's sample. To further test and generalise the study's findings, it is recommended that future research expand the sample size to include universities outside of Saudi Arabia with varied cultural backgrounds, as well as public and private universities in Saudi Arabia. There were no moderators or mediators in this study, which is the fourth caveat. We therefore think that future studies should test the mediating or moderating variables.

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