Communication Skills and Its Relationship with Quality of Life Among School Counselors

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Abstract

The research aims to identify the relationship between communication skills and quality of life, and the ability to predict the quality of life depending on the communication skills that the counselors have. The sample consists of (118) counselors in schools of public Education In Jeddah governorate, the researcher used the scale of the quality of life for adults prepared by Hicham Abdullah (2010AD), and the scale of communication skills of adults prepared by Abdel Rahim Mohsen (1993AD). The results have shown that there is a function relation at level of (0.01) between the communication skills and the quality of life, communication skills have predicted the quality of life for counselors, and explained about 36.3% of the quality of their life, the results also showed an existence of statistically significant differences among the counselors depending on their academic qualification. The research presented a set of recommendations: The need for qualifying the counselors through the communication skills raising courses, which contributes in promoting and developing new techniques that enable them to achieve a high level of the quality of life, and adding the quality of life concept to some of the university course in order to help the students to understand the quality of life standards before getting into the realm of work, and The Provision of specialized programs that develop the non-verbal communication skills for the counselors, and making more researches on the effectiveness of training programs in developing the communication skills especially the non-verbal communication skills for the counselors.

Keywords: communication skills, quality of life, counselors.

1. Introduction

The educational counselor is a key pillar in the educational institutions for his remarkable role in providing guiding services to all of the workers in school, for students, teachers, and managers. Note that the secret of the guiding process success depends on the technical skills which the counselor have and which are compatible with the reality of life and its variables which reflect a deep understanding of human nature and its needs.

The human communication is a mean of coexistence between people, and a factor of the stability of the communities, and a method for people to exchange knowledge, thoughts and feelings, as well as the one's success in life depends on what extent does he has communication skills. Most of the society crises such as family problems, learning disabilities and poor dialogue among segments of society are one of the aspects of communication defect (AL-Shihri and others, 1432hijri : 12).

AL-Shihi has pointed out (2011AD:18) that the communication is one of human sciences which are indispensable for anyone to know. It is a necessary social need for everyone who keen to interact with others. Thanks to it we can learn effective communication skills that enable us to communicate with others effectively to achieve desired targets, and it deepens human relationships.

Both Hicks and Gullet say (In Abu-Al-nasr, 2009AD : 18) "Maybe it is true that the core of the world's problems is the lack of ability to communicate, even though human belief that he is fluent in communication with others effectively." Communication plays an important role in human life and future. Therefore, the availability of communication skills is generally essential for the human.

The communication skills are important skills in the human life, so owning such skills helps him to achieve the success in his life, enable him to communicate with people more professionally, and increase the level of his impact on others (Alkaeed; AL Mubarak, 1422: 21-22)

The one's success in life depends on his ability to effectively communicate. To communicate with others effectively we must master the communication skills. This is the key to success in relationships, whether at the level of individuals or institutions.

In recent times, The subject of the quality of life has become the focus of a lot of researches and studies, and the recent years have witnessed a growing interest in the field of psychology by studying the concept of quality of life and associated variables such as life satisfaction, optimism, happiness, life meaning, self-effectiveness, and satisfaction of needs in the context of positive psychology, which looks at positive aspects in the life of the individuals and society, in order to bring them to the luxury. The uses of concept of quality of life have been varied in several fields including the quality of life, the quality of education, the quality of production, the quality of the future, and so on. Therefore, the quality has become a target for any of the services programs which is provided to the individuals (Abdullah, 2010AD : 9).

Phillips has explained (Phillips, 2006 : 242) that the quality of life concepts may focus on individual or

group, and can be subjective or objective.

1.1 Research problem

The human communication is an important need for the stability of the human life. Man by nature communicate with others in order to satisfy his needs such as love, belonging and social relations, to satisfy these needs he had to interact with others.

Ismail has pointed out (2003AD : 18) that the communication is the core of the social relations, and as far as the success of individual communicating with others as much as his success in life, where it it affects his psychological and social health. The communication is the mean of social relations, psychological health and success in life. In this way, the quality of life could be achieved.

One of the basic characteristics of the counselors is to have the ability, skill, and experience that help him to achieve his goals through his career, and these goals are presented in helping the students in the development of their life goals, and identifying their capacity and realizing their abilities that enable them to satisfy their needs. For practical guidance to achieve its objectives, this requires an interaction between the leader and the guided, and as the guiding process is a face-to-face communication process between the counselors and the student the communication skills of the counselor appear because he is the fundamental guide of actions towards achieving the goals of the guiding process (AL Maliki, 2005 : 52-61).

The researcher noticed that there is gap between the counselors and their interaction with others, it may be due to a clear defect in the communication process, because they lack the skills that could help them to attract people to them and deliver the message clearly. A person who master the communication skills can deliver his message easily and clearly to others thanks to his skills and techniques of communication.

From this point, the research has become to show the importance of communication skills and their role in the formation of the social relationships and the consequent of the individual happiness, self-stability and life success which are considered as the quality of life requirements.

Upon the above, research problem can be identified by answering the following questions:

1. Is there a relationship between the communication skills and the quality of life in a sample of counselors?
2. Is it possible to predict the quality of life through the communication skills in a sample of counselors?
3. Are there differences in the quality of life according to the years of experience in a sample of counselors?
4. Are there differences in the communication skills according to the academic qualification in a sample of counselors?

1.2 Research objectives

1. Identifying the nature of the relationship between the communication skills and the quality of life in a sample of student counselors.
2. Identifying the predictability of quality of life depending on the communication skills in a sample of counselors.
3. Identifying the differences in communication skills according to the qualification in a sample of counselors.
4. Identifying the differences in quality of life according to the years of the experience in a sample of counselors.

1.3 Research importance

- **Theoretical importance**

The idea of this research has arisen from the modern trend of studying the positive psychology, the researcher has benefited from a set of modern information about the communication skills and the quality of life, in addition to a range of previous modern studies on the subject, and in the limits of the researcher knowledge there is no research combining the communication skills and the quality of life for the student counselors. This study is expected to add theoretical information about the communication skills and the quality of life for the counselors.

- **Applied importance**

The importance of this research represents in showing for the counselors in schools the importance of considering the communication skills, as the exercise of their communication skills helps them to overcome several problems in life in general and especially in the educational process. It is also considered as one of the key pillars in the educational process and of a particular importance, since they could be developed through specialized training programs. This research also contributes in

the preparation of programs to improve the quality of life.

1.4 The research limits
- **Spatial limits:** the public schools of the ministry of Education in Jeddah.
- **Time limits:** The research tools have been applied in the second semester of the academic year 1434 hijri _ 1435 hijri.
- **Objective limits:** the research is limited to search the relationship between the communication skills and the quality of life for the counselors.

1.5 Research Terminology:
- Communication Skills:
Communication is defined as " an interactive process of exchange of ideas, information and feelings among the individuals within certain social contexts through verbal or non-verbal channels (Mohsen, 1993 : 11).
- **Quality of Life:**
World Health Organization defines (at Abdullah, 2010AD : 16) quality of life as the individual's awareness of his position in life in the context of culture and the importance of the systems that they live in, with regard to its objectives, expectations, standards and concerns.
- **Student Counselor:**
It is the one who help the student to understand himself, recognize his abilities and overcome the difficulties he faces up to achieve the psychological, educational, social and professional consensus in order to build a reasonable personality within the framework of Islamic values (Student Counselor Guide, 1422hijri : 10).

2. Communication Concept
Skill in language: They said you get skilled in this thing or get skilled in it efficiently means you become more experienced with it (Ibn Mandhour, 2006AD : 478)
Communication in language: you connect some thing or you communicate with it means you reached it and get something delivered to another, and communication is against abandonment, and everything connected to another means that there is a link between them (Al-Johary, 2007AD : 1143).
The origin of the word "communication" refers to the Latin word "Communis" and it means "Common", So the communication as a process includes the participation or understanding about something, idea, sense, direction, behavior, or some act (Assayed Makawy, 2010AD : 23)
The communication is a process of creating meanings and sharing them with others through the use of symbols, and this happens when you send and receive information, ideas and feelings from others, including written language, body language and the style of person in expressing words to others, and it happens to everyone from birth to the end of his life (Al-Masaoudi and others, 2007AD – 4).
The Communication is defined as "an interactive process of exchange of ideas, information and feelings among the individuals within certain social contexts through verbal or non-verbal channels" (Mohsen, 1993 : 11), and it is the approved definition in the study.
Al-Shihi defined (2011AD : 32-75) the Islamic educational communication as a "social interaction derived from the Quran and Sunnah, which aims to achieve the slavery to god Almighty and to strengthen the relationship with the Almighty and His creation, and to achieve goals through contact with wisdom and good advice, and to use the appropriate educational methods and techniques, and modern legal technologies". It is also a meaningful process which is oriented by virtue and faith, and it is effective and perfect. Therefore, the one who derive his communication skills from the Quran and Sunnah, succeed in his dealings with people, can achieve his goals and won the happiness in this world and the hereafter. The contact with Allah could be through getting closer to The Almighty by doing the acts of obedience and worship, so the one could live happily due to his closeness to Allah Almighty. Examples of connection with God the Almighty are such as the prayer, as it is the link between the worshipper and the God, as the worshipper feels the humility, contentment and tranquility due to his contact with the Almighty Creator, and asking the God for pardon, forgiveness and achieving the needs. Allah the Almighty said: {**When My worshipers ask you about Me, I am near. I answer the supplication of the suppliant when he calls to me; therefore, let them respond to me and let them believe in me, in order that they will be righteous.} [**AL-BAQARAH-186]. Then reading the Quran and recalling Allah are the comfort of the heart and makes one feels the greatness of Allah the Almighty, Allah said { **those who believe, and whose hearts find comfort in the remembrance of Allah. Is it not with the remembrance of Allah that hearts are satisfied} [**Ar-Ra'd-28].

2.1 Parameters of the communication process

Al-Oufy (1433hijri: 4-10), Al-Shihri and al. (1432hijri: 18-22), Makawy and Essayed have explained that the communication skills depend on essential linked elements, and interfere with the psychological, personal and social conditions, and these are: the source or the sender, the message, the method, the receiver, the disruption, the interference, the echo or the feedback and the communication surroundings.

2.2 Communication Types

Busfir and Al-Mohna have declared (2008AD : 21-22) that the communication type depends on the number of people involved in it, the relation between them, the type of the used method and the speed of response. Accordingly, there are five types of communication: the self-communication, the personal communication, collective communication, culture communication and mass communication.

Al-Masaoudi and others have declared (2007AD : 14-15) that the culture communication which occurs when one or more people from an culture communicate with one person or more from another culture, since the communicator should consider the different traditions, values and customs, and if he missed this consideration, the communication may leads to negative results.

2.3 Communication Features

There are several features of communication as follows: The communication is an ongoing process as it involves a series of acts. The communication is an integrated system, and is made up of overlapping units that works together when they interact with each other. The communication is interactive, real-time and can vary as it is an activity based on the interaction with others. Note that the communication is retractable after it occurs, and may be intentional or may not be, in addition, the communication is with multiple dimensions, it means that the communication has different levels of meanings and multiple targets (A'l Mesaed, Al-Akbawi, 2011AD : 41-45).

2.4 Verbal communication skills

- **The skill of reading:** The reading has an important role in cultural, intellectual and psychological configuration of the human, as it has been the focus of the previous civilizations, as it exceed the individual building to the nation building, as it is one of the basic skills, and comes in the second degree of importance after the listening.
- **The skill of listening:** Effective communication depends heavily on the skill of listening, and it is a skill that most of people lack to deal professionally with. The building of relationships depends heavily on listening to the other party.
- **The skill of dialogue:** it means the conversation between two or more people in order to achieve a particular goal, its skills are shown in the preparation and implementation. The importance of dialogue is to strengthen the social ties and being an educational necessity.
- **The skill of persuasion:** it is the process designed to make the other party accept a certain opinion or an idea, or do a certain job.
- **The skill of Observation:** it is one of the oldest types of data collection and a mental activity of sensory perceptions, the main purpose of the note is a codification of what you see of behavior, actions and feelings whether positive or negative.
- **The skill of writing:** the human uses the writing in order to communicate with others in the case cannot talk with them, and to document what was agreed upon between the parties of communication.
- **The skill of speaking:** it can be simply defined as the transfer of ideas and messages through spoken words. So it is one of the most important means of communication between people.

2.5 The Skills related to the Counselor

- **The skill of clarification:** it means that the counselor inquires about ambiguities in the guided speech, or the need of the guided to clarify some vocabulary included in the counselor speech including mysterious feelings or ambiguous words such as stuttering.
- **The skill of asking questions:** it is the opening method for the purpose of active listening. So we use open-ended question, and illustrative questions in order to give the speaker an opportunity to express his feelings and thoughts about the topic.

2.6 Non-verbal communication

Makawy and Essayed have mentioned (2010AD : 27-28) that some scientists divided the non-verbal communication to three languages:

Sign language: it is a set of simple and complex signals which is used by human when he communicates with others.

The language of acts or movement: it is all the movements that the human makes to deliver some feelings or

meanings to the others.

Things language: it is all that used by the sender, not the tools or the signals or the movements, in order to express some feelings or meanings which he wants to deliver to the receiver.

Al-Oufi explained (1433hijri : 31-32) that some researchers call on the non-verbal communication the body language because of its major role and great importance in the communication process. If the verbal communication sends the information, the non-verbal communication sends the values, feelings and trends. The non-verbal communication includes on body language including face expressions, body movements, eye contact, sound level, the form of the stand and the distance between the parties of the communication.

The researcher will mention - at the beginning of his talk about non-verbal communication - the sound language and the body language such as face and eyes expressions, the personal appearance and the touch. (sound language – body language – face and eyes expressions – the personal appearance – the touch).

2.7 Communication Obstacles

Personal obstacles: they are all that respect the character of the sender or the receiver, such as the weakness of empathy for one or both, or the self-biases and prejudices, or competing with others without paying attention to the objective facts.

Moral obstacles: they means the obstacles that are related to the moral components which form the communication process, including obstacles related to the objectives of the communication, such that the aim of the communication is unclear. And obstacles related to the communication timing, such that the timing is not appropriate for communication. Another obstacle related to how to communicate such as concern with lateral things.

Physical obstacles: the obstacles related to the physical elements that make up the communication process, including obstacles related to the environment of the communication, such as the different cultural and social customs and traditions of the communication environment. And obstacles related to the message, such as the wrong understanding of the content of the message. And obstacles related to the means of the communication, such as using communication method in wrong or ineffective way.

2.8 Explanatory theoretical models of communication

Makawy and Assayed have pointed to (2012AD : 42:44) the Wilbur Schramm model which shows the importance of the combined experience in facilitating communication and delivery of meanings, when the source send information to another person, it should be in a form of verbal or non-verbal language symbols. If the source does not have enough information and clear target,

The communication quality becomes poor. He has also explained the basic elements in this model: the sender, the message, the means, the receiver and the echo. It should be noted that this model is used in describing the personal communication, as it studies the sender, the receiver and the means of exchanging the message between them.

Hijab's model is one of the communication explaining, which shows that everyone, through the communication process, do the both jobs, sending and receiving, and focus on the controls established by Islam religion, and also focus on the interval between the alarm and the response of the human. What in this model that should be noted is that the human is one who choose the response on his own will, provided they are within the Islamic controls (Hijab, 2010: 126-133).

3 The quality of life concept

The human has searched, since ancient times, for the quality of life or the happiness, and the religions, since Noah till the Prophet Muhammad -peace be upon him-, have called on the quality of life, involving building the reasonable personality, urging the human on vigor, science, morals, equality, justice and legalizing the relationships with others.

The existing of life may be inferred when we find human works perfectly, is committed to the time, works as a team, Interacts with friends with love and efficiently, seeks to protect his family and makes them happy, does not stop at satisfying his needs of food and drink but also seeks to satisfy other needs such as self-realization, can modify his trends of jealousy and conspiracy to self-esteem and appreciation of others and becomes religious as the religious human derives his faith from The God, and through his relationship with Allah he derives the High Meanings which give value to life and beyond, this way he can get red of the love of the world and the fear of death, and feel the weakness and low self-esteem by achieving quality of life (Saa'fan, 2011AD : 488).

3.1 The definition of quality of life

Longest Looks (at Abdullah, 2008AD : 9) to the quality of life through the individual's ability to satisfy his mental and health needs which are represented in the biological needs, positive social relations, family stability,

job satisfaction, economic stability and the ability to resist the social and economic pressures, and Longest confirms that the individual's sense of psychological health is one of strong indicators of the quality of life.

Reine and others said (Reine et al, 2003AD) that the quality of life is the individual's sense of happiness and satisfaction in the light of the current conditions of life, and it is affected by the events of life, treatments, changes of the conscience and feeling. The link between the quality of objective and subjective life is affected by the human vision.

3.2 Happiness and the quality of life

Some people might think happiness and quality of life are two sides of the same coin, and this is not true, while others believe that the concept of quality of life is more general and comprehensive as it distinguishes the different aspects of life, and this is closer to the truth, whenever the perfection of life is achieved the life becomes happy. Therefore, the term of quality of life reflects three sub-terms: (the living environment quality – the performance quality – the quality of outputs or results).

3.3 Quality of life dimensions

The World Health Organization has identified (WHOQOL GROUP, 1998:1585-1569) the quality of life and its areas in the following dimensions:
- Physical dimension: Includes activity, fatigue, pain, sleep, rest and sensory functions.
- Psychological dimension: Includes positive and negative feelings, thinking, learning, concentration and self-esteem.
- The level of independence: Includes mobility, daily activities, ability to communicate and work.
- Social relationships: Includes personal relations, social support, assistance and support.
- The environment: Includes natural and home environment, social health, social care and job satisfaction.

3.4 Theoretical explanatory trends for the quality of life

Medical trend: It determines the indicators of quality of life for patients depending on several concepts such as: life satisfaction, mobility and interaction with others, and emphasizes the importance of psychological and social support in order to ensure achieving the quality of life (Saa'fan 2011AD : 488).

Secondly, The social trend: Abdullah said (2008AD : 145) that the social trend refers to several aspects, most notably are:
- Population and the quality of life: Social scientists, when studying the quality of life, are interested in number of objective indicators such as quality of housing, quality of education levels for community members, rate of birth, rate of death and the level of absorption in the education levels, in addition to income level.
- Work and the quality of life: the concept the quality of life and work is related to what the human do, or the job he work, what procedurally affects this concept are the work situation, the income and his professional status, which affects the human life and his relation with the job.
- Pressures of work: It is necessary to identify the factors that lead to improving the quality of life and work, as the pressures are of the most important factors that affects the work environment.

Thirdly, the psychological trend: Hicham Abdullah has declared (2010AD :15) that the psychological trend refers to many aspects, most notably are:
- The perception as an essential parameter for the quality of life: The life for a human being is what he realize, and all the social trend parameters depend on the assessment of the individual to the physical indicators in his life, in the sense that the psychological parameters affect the social and economic assessments carried out by the individual.
- The link between the quality of life and the psychological concepts: this trend depends on some basic psychological concepts such as value concept, perception concept, need concept, trend concept, ambition concept, as well as satisfaction, compatibility and psychological health concepts.
- Satisfaction of needs as an essential component of the quality of life: It means that basic human needs satisfaction is the core subject of the quality of life.

3.5 Aspects of quality of life

Our Islamic Religion has pointed, fourteen centuries ago, to the importance of the psychological needs of the human being. It was reported from the Prophet Muhammad, peace be upon him, he said:((Whosoever begins the day feeling family security and good health; and possessing provision for his day is as though he possessed the whole world)) (Albihiqi, 1424hijri : 71).

Saa'fan pointed out (2011AD : 492-505) that there are six aspects of quality of life, as follows:
1. Religiosity is the strongest and the important evidence on the quality of life: Sticking of the human with the God, and through his relation with the Almighty, he derives all the High Meanings which give a

value for the life and beyond, and this is known as religiosity.

2. Satisfaction of needs: We should here point to the theory of Abraham and Maslow which is one of the most important psychological theories in showing the needs and the ways to satisfy in order to achieve self-esteem. He also emphasized on the importance of psychological needs satisfaction first and then the security needs and then what followed, respectively, and all of which contribute in satisfying the need for self-realization.

The figure shows Maslow pyramids of needs

3. Resolving or Reducing personal conflicts: the more a human succeeded in resolving or reducing the personal conflicts (He – I - Supreme I), the more he has achieved a better level of mental health.
4. Willpower: it is a function of the quality of life for anyone, as it includes the mental thinking and the determination of getting out what is going on the mind of ideas into real life.
5. Self-sublimation through the discovery and achievement of the meaning: to override the circumstances and problems through understanding the meaning due to positive and negative life experiences, abilities development and understanding the world fact and the present trend of life.
6. Effectiveness: when the human is positively respected from others and from self to self, the motivation to achieve self-esteem becomes more powerful and the person gets more active.

Secondly, the associated researches:
The researches that dealt with the relationship quality of life and communication skills:
The research of Sharifian and others aims (Sharifian, et al.,2011) to verify the effectiveness of a training course in communication skills between the couple on the quality of life and the marital relations, the sample included 20 women in the experimental group and 20 women in the control group, two types of questionnaires have been executed: the first is related to the marital relations, and the second is related to the quality of life which is prepared by the World Health Organization, the results confirmed the effectiveness of the training program in communication skills between the couple on the quality of life.

The research of Haji and others (Haji, et al.,2011) aims to verify the effectiveness of a training program on life skills over happiness, the quality of life and emotion control for a group of students at the Faculty of Education, 26 students have been randomly chosen and then were divided into two groups, test and control groups. In this study, different questionnaires have been executed. The first was the Oxford happiness questionnaire, the questionnaire of quality of life prepared by the World Health Organization and emotion control questionnaire of Shown, the research has shown the effectiveness of the training on the life skills to increase happiness, quality of life and emotion control.

Secondly, the researches that dealt with communication skills and other variables:
Mohsen has (1993AD) established a research titled 'Communication skills for the student counselor at preparatory schools in Baghdad', the sample included (67) counselors, from males and females. The researcher has applied a scale that he had prepared before.

The research concluded that the student counselors have communication skills of a degree higher than the intermediate level according to the scale used in the research, and the student counselors are more excellent in verbal communication than the non-verbal communication.

The research of Darweesh and Amari (2003AD) aimed to search the relationship between job satisfaction and communication satisfaction for the managers of public education schools in Qatar. Questionnaires about job satisfaction and communication satisfaction have been applied on a sample of (192) managers of the three stages of Education. From the most important results that the research provided are, the presence of job and communication satisfaction for the managers of the schools of Qatar, the presence of a positive significant relation between job satisfaction and communication satisfaction, presence of statistical differences between job satisfaction and the Education stages, the research has also shown that there are statistical differences between communication satisfaction and the Education stage variable, and between

communication satisfaction and experience variable.

The research of Milby (2008AD) aimed to identify the communication skills that the counselors have as they see and its importance in the provision of guiding services, the differences in the availability of verbal and non-verbal communication skills that the counselors have and their importance, the differences in communication skills and their importance according to the field and age. The research sample consisted of (315) students from the schools of Yanbu governorate, and the scale of communication skills availability has been applied, the most important results of the research are: the most of communication skills that are available in the counselor are: voice tone, listening, asking question and time management. There are also statistically significant differences in the availability degree between the verbal and non-verbal communication skills that the counselors have in favor of verbal skills, there are also differences in the availability degree of verbal and non-verbal communication skills that the counselors have, there are also differences in the availability degree of verbal and non-verbal communication skills according to the age of the students.

Thirdly, the researches that dealt with the quality of life and other variables:

Na'isa has pointed to (2010AD) a research that aimed to identify the quality of life for students from the University of Damascus and Tishrin. The quality of life scale prepared by (Mansi and Kadhem 2006AD) has been used. The number of members of the sample was (360) students. Among the most important results: The presence of low level of the quality of university life for both the University of Damascus and Tishrin students, the combined effect of the three demographic variables in the quality of life, and the lack of a statistically significant relation between the family income and quality of life dimensions.

The research of Ahmed and Hussein concluded (2009AD) to identify the effectiveness of sense guide program in improving the quality of psychological life for the students of the faculty of Education at Taif University. The sample was arbitrarily chosen from the students who got low degrees on the quality of psychological life scale, they are about (33) students, and their ages are in range (24-19) years.

The research tools included the quality of psychological life scale, the training program and the rating form of the program sessions, the results have shown that there are statistically significant differences in the factors of the quality of psychological life and the total score of the quality of psychological life.

After the researcher have reviewed the previous studies that dealt with the communication skills and the quality of life, we can comment on them as follows:

In terms of the target: The researches of each of Sharfian et al. (2011), Hagee et al. (2011), Al-Qarib (2012) and Al-Fiqi (2013) aimed to identify the effectiveness of the quality of life and the communication skills, while the research of each of Al-Shawbaki and Hamdi (2008) and Al-Darwish and Al-Amari (2003) aimed to identify the effect of the communication skills, the research of each of Mohsen (1993), Al-Milbi (2008) and Banat (2012) aimed to identify the degree of owning the communication skills for the counselors, the research of Na'isa et al. (2012) aimed to identify and predict the quality of life, the research of Ahmed and Hussein (2009) aimed to identify the effectiveness of the sense guide in improving the quality of life, the research of Al-Zaboun (1987) aimed to identify the effect of the counselor skills in communication.

In terms of the Sample: The research sample of Ahmed and Hussein (2009), Hagee et al. (2011), Banat et al. (2012), Na'isa (2012) and Al-Qarib was of students, while the research sample of Sharfian et al. (2011) was of women. The research sample of Al-Shawbaki and Hamdi (2008) was of parents. The research sample of Al-Fiqi (2013) was of patients. The research sample of Al-Darwish and Al-Amari (2003) was of teachers. The research sample of Al-Zaboun (1987), Mohsen (1993) and Al-Milbi (2008) was of counselors.

In terms of the tools: There are researches that used the scale of the quality of life such as Sharfian et al.(2011), Hagee et al. (2011), Na'isa (2012), Ahmed and Hussein(2009) and Al-Fiqi (2013), while there are other researches that used the scale of the communication skills such as Al-Shawbaki and Hamdi (2008), Banat et al. (2012), Al-Darwish and Al-Amari (2003), Mohsen (1993), Al-Milbi (2008) and Al-Zaboun (1987), the research of Al-Qarib (2012) used a questionnaire about the academic communication reality and another about the quality of life.

In terms of the results: the results of Sharfian et al. (2011), Hagee et al. (2011), Al-Fiqi (2013), Al-Shawbaki and Hamdi (2008) have concluded to the effectiveness of the communication skills training in achieving the quality of life increase. The results of Al-Darwish and Al-Amari (2003) have emphasized the function relation between job satisfaction and communication satisfaction. The results of Banat et al. (2012) have emphasized the function relation between the communication skills and the personal security. The research results of both of Na'isa (2012), and Ahmed Hussein (2009) have emphasized the relation between the quality of life and both of the demographic variables and affection intelligence.

The research results of Al-Qarib have emphasized the differences in the academic communication and the quality of life. The research results of Mohsen (1993) and Al-Milbi (2008) have emphasized the differences in the availability degree of verbal and non-verbal communication skills for the counselor in favor of the verbal skills. The research results of Al-Zaboun (1987) have emphasized the relation between the communication skills of the counselor and the satisfaction of the teaching staff with the guidance process.

4 The assumptions of the research:

The research will attempt to answer the following assumptions:

1. There is a positive relation between the communication skills and the quality of life.
2. The quality of life could be predicted depending on the communication skills of the counselor.
3. There are differences in the quality of life according to the number of years of experience.
4. There are differences in the communication skills according to the academic qualification.

5 The method and the procedures

- **Research methodology**

The researcher used the correlative descriptive approach in the steps of the research in order to achieve his goals.

- **The community and the sample of the research:**

The research community is the student counselors of the public Education schools in Jeddah of the three stages, the researcher has chosen a random sample of (118) counselors from the schools of public Education in Jeddah.

- **The tools of the research:**

First, The scale of communication skills for counselors:

The scale description: Mohsen has prepared (1993AD) a scale that can measure the communication skills for the counselors, and he also checked out the theoretical literature related to the topic, in addition to the previous researches. The scale, in its final form, consists of (60) paragraphs divided into two fields: verbal field consists of (32) paragraphs, and non-verbal field consists of (28) paragraphs.

Scale Correction: Consists of 60 paragraphs and the answer consists of four dimensions (always happens and takes four degrees, often happens and takes three degrees, sometimes happens and takes two degrees, never happens and takes one degree) for the positive terms, and the negative terms are on the contrary.

The validity of the communication skills scale for the counselors: To prove the validity of the scale, it was presented –in its initial form- to seventeen judges who are specialists in the field of the psychological sciences at Iraqi Universities in order to identify the validity of the scale, and it was modified in the light of the notes of the judges, some paragraphs have been reworked and others have been deleted so that the number of the paragraphs became 60.

The scale setter has calculated the validity of the test using the second-class exploratory analysis in the way of basic components of Varimax and Kaiser, its seven dimensions created one factor with ratios of (0.694) for the first dimension, (0.783) for the second dimension, (0.775) for the third dimension, (0.757) for the fourth dimension, (0.736) for the fifth dimension, (0.779) for the sixth dimension and (0.804) for the seventh dimension, and a contrast percentage of (67.03%).

The stability of the communication skills scale for the counselors: to check the stability, the scale setter has used the method of Test-Retest, he distributed the scale on 20 counselors, and it was re-applied on them after two weeks. The stability factor was calculated using (Pearson correlation coefficient), the overall stability factor of the study has reached (0.85), and it is a high and statically significant correlation coefficient.

The scale setter has calculated the stability of test by applying the Alpha coefficient equation, the stability coefficients of internal consistency of scale dimensions have ranged from (0.878 – 0.890), and the stability coefficient of the overall internal consistency was (0.884).

- **The statistical methods that were used:**
- Frequencies, percentages, the arithmetic mean and standard deviation in order to measure the degree of response on the scale dimensions.
- Cronbach's Alpha coefficient, midterm retail (Spearman Brown equation) and Jtman equation in order to measure the validity of the internal consistency and the stability of the research tools.
- Using the second-degree factorial analysis, and Pearson correlation coefficient in order to measure the stability and to test the assumptions.

- **Results of the first Assumption:**

In order to measure the validity of the first assumption which states that there is a positive relation between the communication skills and the quality of life for the student counselors at public Education schools in Jeddah,

The researcher calculated the Pearson correlation coefficient to test the presence of a correlation between the communication skills and the quality of life for the student counselors at public Education schools in Jeddah. Table 8 shows the results

Table (8) The Pearson correlation coefficient for the relation between the communication skills and the quality of life for the student counselors at public Education schools

Communication skills		Variables
Significance level (sig)	The correlation coefficient (person)	The quality of life
0.01	0.44	

- **Results of the second assumption:**

The second assumption states that we can predict the quality of life depending on the communication skills for the student counselors at public Education schools in Jeddah. In order to identify the validity of this assumption, the researcher has executed the multiple regression using the way of (stepwise). The following tables show the results:

Table (9) Regression model coefficients summary (Model Summary)

Standard error of estimation	Correction Coefficient Corrector $\overline{R}^2$	Determination Coefficient R^2	Correlation R	Model
18.50149	**.029**	**.037**	**.192(a)**	**1**
17.29428	**.151**	**.166**	**.407(b)**	**2**

Table (10) Regression Coefficients

Significance level	Value of T	Standard regression coefficient	Standard error	Multiple regression coefficient	Independent variables
.000	**15.970**		**12.013**	**191.859**	The fixed quantity
.000	**4.376**	**4.817**	**3.882**	**16.988**	Self-detection skill
.000	**4.214-**	**4.638-**	**3.909**	**16.473-**	Language-isotopes skill

The quality of life = 16.99 the skill of self-detection _ 16.47 the skill of language isotopes + 191.86

This can be explained that we can predict the quality of life for people who have sufficient communication skills, specially (self-detect skill – language-isotopes skill) that enable them to communicate with others effectively, so we can say that the communication skills of the student counselors at public Education schools in Jeddah could predict and explain about 16.6% of their quality of life.

- **Results of the third assumption:**

The third assumption states that there are statistically significant differences in the quality of life for the student counselors at public Education schools in Jeddah according to the number of years of the experience, in order to identify the significance of these differences, the researcher has executed the Contrast Analysis Test (Anova). The following table shows the results.

Table (11) Contrast Analysis Test (Anova) of the significance of the differences in the quality of life for the counselor at public Education schools in Jeddah according to Age

Significance Level	Value of (F)	Degree of freedom	The average of the squares	The sum of the squares	The difference source	The variable
0.067	**2.496**	4	836.804	3347.218	Between the groups	Age
		113	335.248	37882.986	Inside the groups	

We found that The values of (F) is (2.496), and its significance level is (0.067) bigger than the greatest value of the significance level (0.05), which points out that the value of (F) is not statistically significant. Therefore, there are not statistically significant differences in the quality of life for the counselor at public Education schools in Jeddah according to Age. This explains that the quality of life does not depend on Age as much as the ability of the human to benefit from the knowledge and the attitudes of life in the aspects that affect the quality of life. This result has differed from the research of Na'isa (2012AD) which concluded that there the demographic parameters affect the quality of life, this results has also differed from the research of Ahmed et Hussein (2009AD) which aimed to identify the effectiveness of a sense training program in improving the quality of psychological life for the students of the faculty of Education at Taif University, and the results concluded that there are statistically significant differences in the factors of the quality of life and the overall degree of the quality of psychological life according to the demographic parameters.

- **Results of the fourth assumption:**

The fourth assumption states that there are statistically significant differences in the communication skills for the

student counselors at public Education schools in Jeddah according to the scientific qualification. In order to identify the significance of these differences, the researcher has executed the Contrast Analysis Test (Anova), the following table shows the results.

Table (12) the Contrast Analysis Test (Anova) for the significance of the differences in the communication skills for the student counselors at public Education schools in Jeddah according to the field of specialization

The significance level	The value of (F)	Degrees of freedom	The average of the squares	The sum of the squares	The difference source	The variable
.872	.409	6	101.985	611.909	Between the groups	Scientific Qualification
		111	249.434	27687.209	Inside the groups	

We found that The values of (F) is (0.409), and its significance level is (0.872) bigger than the greatest value of the significance level (0.05), which points out that the value of (F) is not statistically significant. Therefore, there are not statistically significant differences in the communication skills for the counselor at public Education schools in Jeddah according to the field of specialization. This explains that the effective communication skills do not depend on the field of specialization as much as the ability of the human to benefit from the experience in making up effective communication with students. This result has agreed with the research of (Al-Zaboun, 1987) which checked out the effect of the counselor skills on the communication, and the effect of his scientific qualification and his experience on satisfaction with the educational staff (managers and teachers).

6   Proposals for future research:
- The relationship between the job stress and the quality of life.
- The role of the quality of life in the development of the innovative skills of the counselors.
- The effect of some personal and organizational parameters on the quality of working life.

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