

The Impact of Organizational Communication on Student Satisfaction with University Services

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Abstract—This study investigates the influence of organizational communication on student satisfaction with university services within the context of Saudi public universities, specifically focusing on the University of Jeddah and King Abdulaziz University. Employing a quantitative research design, data were collected through a structured questionnaire administered to a stratified sample of 400 undergraduate students (200 from each institution). The research aims to explore (1) the relationship between the perceived quality of organizational communication and student satisfaction, (2) differences in communication effectiveness perceptions between the two universities, (3) variation in satisfaction levels across key university services—including academic advising, registration, digital platforms, and administrative support—and (4) the extent to which specific dimensions of communication (clarity, timeliness, responsiveness, transparency, and accessibility) predict student satisfaction.

The results revealed a statistically significant positive correlation between the quality of organizational communication and student satisfaction. Moreover, students' perceptions of communication effectiveness differed significantly between the two universities, with higher mean scores reported at the University of Jeddah. One-way ANOVA confirmed significant differences in satisfaction across service categories, with digital platforms and academic advising receiving more favorable evaluations. Multiple regression analysis identified clarity, responsiveness, and transparency as significant predictors of student satisfaction.

These findings reinforce existing literature emphasizing the critical role of effective communication in enhancing students' experiences and perceptions of service quality in higher education institutions. The study offers practical implications for university administrators seeking to improve service delivery and student engagement through strategic communication initiatives.

Keywords: Organizational communication, student satisfaction, university services, higher education, communication effectiveness, Saudi Arabia

1.Introduction :

In recent years, the role of organizational communication in higher education has gained increasing attention, particularly as universities face growing expectations to deliver high-quality services and foster positive student experiences. As students are now viewed not only as learners but also as active participants and recipients of institutional services, their satisfaction has become a critical performance indicator for universities. Effective organizational communication serves as the backbone of institutional operations, influencing how students perceive the availability, responsiveness, and efficiency of academic and administrative services. Organizational communication encompasses all forms of information exchange between the university and its students, including official announcements, academic advising, responses to inquiries, use of digital platforms, and the accessibility of faculty and staff. When communication is timely, transparent, and two-way, students are more likely to feel engaged, respected, and informed—factors that contribute directly to their satisfaction with the broader university environment.

Several empirical studies have underscored the significance of communication in shaping student perceptions. For example, Abdullah et al. (2021) found that clear communication policies and consistent messaging across departments led to greater trust and satisfaction among students in Malaysian universities. Similarly, research conducted by Al-Mutairi and Alshammari (2020) within Saudi institutions identified a direct correlation between communication breakdowns and student dissatisfaction, particularly in areas related to registration, academic support, and grievance handling. Despite the growing body of international research, the Saudi higher education sector still lacks sufficient empirical studies that focus specifically on how organizational communication affects student satisfaction in public universities. Given the unique cultural, administrative, and technological dynamics of Saudi universities, especially during and after the COVID-19 pandemic—which accelerated the digital transformation of academic services—the need for localized research has become more pressing.

This study addresses this gap by exploring the impact of organizational communication on student satisfaction with university services in two of the Kingdom's prominent public institutions: University of Jeddah and King Abdulaziz University. These universities serve a diverse student population and operate under complex administrative frameworks, making them ideal settings for investigating the nuances of communication effectiveness.

By capturing student perceptions across a range of services—such as academic advising, e-services, administrative responsiveness, and communication channels—this research aims to provide actionable insights that can support continuous improvement in university management and student engagement. Ultimately, the findings will contribute to the enhancement of communication strategies in Saudi universities, aligning them more closely with international standards and student-centered best practices

2. Literature Review and Previous Studies:

Organizational communication has long been regarded as a cornerstone of effective institutional performance, particularly in service-oriented sectors such as higher education. As universities evolve into complex systems that cater to academic, administrative, and personal development needs, the ability of institutions to communicate effectively with their students has become a key determinant of student satisfaction. The quality, clarity, and responsiveness of communication directly shape students' perceptions of the university's commitment to transparency, support, and engagement.

2.1 Conceptualizing Organizational Communication in Higher Education:

Organizational communication in the university context refers to the formal and informal channels through which information flows between the institution and its students. This includes official emails, online portals, mobile applications, in-person interactions, and feedback mechanisms. According to Robbins and Judge (2019), effective communication within organizations reduces ambiguity, builds trust, and enhances decision-making—all of which are essential in educational environments. In universities, such communication ensures that students are well-informed about academic requirements, institutional policies, service availability, and opportunities for engagement.

The theoretical underpinnings of organizational communication draw from systems theory and stakeholder theory, emphasizing that universities must treat students as active stakeholders whose feedback and satisfaction levels directly influence institutional performance and reputation (Freeman, 2010). When communication is inconsistent or inaccessible, students may experience confusion, disconnection, and dissatisfaction, potentially leading to disengagement or attrition.

2.2 Organizational Communication and Student Satisfaction:

Student satisfaction is broadly defined as the degree to which students perceive that their academic and service-related expectations are being met. This includes satisfaction with academic advising, registration procedures, administrative responsiveness, campus facilities, and digital services. Numerous studies have established a positive correlation between effective communication and student satisfaction. For instance, Alhassan and Alghamdi (2020) investigated student satisfaction at Saudi universities and found that timely and clear communication significantly influenced how students evaluated the quality of academic and support services. The study concluded that communication breakdowns—especially in the registration and complaints processes—were among the primary causes of student dissatisfaction. Similarly, Yusof et al. (2018) examined the relationship between internal communication and service quality perceptions in Malaysian universities. Their findings showed that students who received regular updates, transparent information, and responsive feedback were more likely to rate the university's services favorably.

Another study by Bourne and Franco (2021) in the UK higher education sector revealed that students who felt they had access to clear communication channels—both digital and in-person—were more engaged and expressed higher levels of satisfaction with university services. The study emphasized the role of communication in enhancing students' sense of belonging and institutional trust.

2.3 Communication Challenges in Saudi Higher Education:

While global studies provide valuable insights, the Saudi context presents unique institutional, cultural, and technological challenges that warrant localized investigation. A study by Al-Qahtani (2021) examined communication strategies in public universities in Saudi Arabia and found that although most institutions have adopted digital platforms, gaps persist in the consistency and clarity of communication with students. The research emphasized the importance of aligning communication practices with student preferences, particularly in bilingual contexts where both Arabic and English are used.

Moreover, Alzahrani and Alsharif (2019) explored the expectations of students in Jeddah-based universities and highlighted that ineffective communication regarding class schedules, academic deadlines, and service availability negatively affected student satisfaction. These findings suggest the need for universities to adopt more student-centric communication strategies that are proactive, accessible, and culturally responsive.

2.4 Theoretical Foundation:

The present study is grounded in two key theoretical frameworks that provide a robust foundation for examining the relationship between organizational communication and student satisfaction in the context of higher education: Stakeholder Theory and Systems Theory. These theories offer conceptual tools for understanding how communication flows within universities influence students' perceptions of service quality and institutional engagement.

2.4.1 Stakeholder Theory:

Originally developed by Freeman (1984), Stakeholder Theory posits that organizations must consider the interests, expectations, and needs of all stakeholders involved in or affected by their operations. In the context of higher education, students are recognized as primary stakeholders who interact directly with the university's academic and administrative systems. From this perspective, organizational communication is not merely a technical function, but a strategic mechanism through which universities engage with and respond to student concerns. When universities implement transparent, consistent, and responsive communication practices, they demonstrate respect for the voices of their stakeholders—namely, the students. This fosters a sense of inclusion, trust, and accountability, which are all essential components of student satisfaction. The theory further supports the idea that when students perceive that their feedback is acknowledged and addressed, their loyalty to the institution and satisfaction with its services are likely to increase.

2.4.2 Systems Theory:

Systems Theory, rooted in the work of Ludwig von Bertalanffy (1968), views organizations as open systems that are composed of interconnected and interdependent components. Universities, as complex systems, rely on the efficient flow of information to maintain coordination, manage feedback, and adapt to environmental changes. Communication serves as the “lifeblood” of this system, ensuring that students, faculty, and administrative units remain aligned and function cohesively. According to this theory, when communication is disrupted or poorly managed, the entire system becomes vulnerable to inefficiencies, confusion, and stakeholder dissatisfaction. Conversely, effective organizational communication helps maintain system stability, facilitates problem-solving, and supports adaptive change—particularly important in dynamic environments like higher education institutions.

Within this framework, student satisfaction can be seen as an output of how well the university’s subsystems (e.g., academic departments, IT services, advising offices) communicate internally and externally. Thus, Systems Theory provides a valuable lens for analyzing how different levels and channels of communication contribute to or hinder the student experience.

By integrating both theories, this study conceptualizes organizational communication as a strategic function (Stakeholder Theory) and a systemic process (Systems Theory) that directly influences how students perceive the quality and effectiveness of university services. The theoretical framework supports the hypothesis that improved communication—whether through digital platforms, academic advising, or administrative channels—leads to higher levels of student satisfaction.

This dual-theory approach also allows for a comprehensive understanding of both structural (systemic) and relational (stakeholder) dimensions of communication within Saudi public universities. It is particularly relevant in light of ongoing reforms and digital transformation efforts in the Saudi higher education sector, where universities are under increasing pressure to adopt student-centered service models.

3. Significance of the Study

The significance of this study lies in its contribution to the growing body of literature on organizational communication within the context of higher education, particularly in the Kingdom of Saudi Arabia. As universities increasingly shift toward student-centered models, understanding the mechanisms that drive student satisfaction has become a strategic imperative for institutional effectiveness, quality assurance, and national competitiveness.

First, this study addresses the crucial role of organizational communication as a determinant of student satisfaction—an area that has often been overlooked in favor of broader service quality assessments. While prior research has acknowledged the importance of communication in organizational contexts, few studies have explored its direct and measurable impact on how students perceive and evaluate university services, particularly within public institutions.

Second, the study provides timely insights into the realities of student experiences in Saudi Arabia's public universities, focusing on University of Jeddah and King Abdulaziz University. Both institutions serve a large and diverse student population and are undergoing significant transformation in line with national strategic goals such as Saudi Vision 2030, which prioritizes service excellence, digital transformation, and educational innovation. This research aligns with these objectives by identifying how communication practices can be optimized to improve student engagement, trust, and satisfaction.

Third, the findings of this study are expected to have practical implications for university administrators, policy makers, and service departments. By identifying communication-related factors that influence student satisfaction, the study can support the development of more effective communication strategies, improved feedback mechanisms, and enhanced student support systems. These improvements, in turn, can lead to stronger institutional reputation, improved student retention, and greater alignment with international standards in higher education service delivery.

Finally, the study contributes to theoretical advancement by applying both Stakeholder Theory and Systems Theory to the context of university communication and student satisfaction. This dual-theoretical approach not only enriches academic understanding of communication dynamics in higher education but also offers a multidimensional framework for future research in similar institutional settings.

4. Research Gap:

Despite the growing global attention to service quality and student satisfaction in higher education, the specific role of organizational communication remains under-researched, particularly in the context of Saudi public universities. Most existing studies conducted within the region have focused broadly on academic quality, infrastructure, or technological readiness, often treating communication as a secondary or background factor rather than a primary variable of interest. Moreover, while some international studies have demonstrated a positive correlation between communication practices and student satisfaction, these findings may not be directly transferable to the Saudi context due to cultural, linguistic, administrative, and technological differences. The dynamics of communication in Saudi universities—where students often navigate bilingual platforms, hierarchical structures, and evolving digital systems—require localized investigation.

To date, there is limited empirical evidence that directly examines how the quality, accessibility, and responsiveness of communication from university departments affect students' overall satisfaction with services such as academic advising, course registration, e-learning platforms, and complaint resolution. In addition, few studies have utilized a comprehensive theoretical model—such as the integration of Stakeholder Theory and Systems Theory—to analyze communication effectiveness in educational settings.

This study seeks to fill this gap by providing a focused, data-driven exploration of how organizational communication influences student satisfaction within two of Saudi Arabia's largest public universities. The findings aim to offer context-specific insights that can inform strategic improvements in communication policies and practices, ultimately contributing to a more responsive and student-centered higher education environment.

5. Problem Statement:

In recent years, Saudi universities have undertaken substantial efforts to enhance the quality of student services and integrate digital communication technologies into their administrative and academic operations. Despite these advancements, a considerable number of students continue to express dissatisfaction with the effectiveness of institutional communication—particularly in terms of responsiveness, clarity, and consistency of information dissemination. While organizational communication is widely acknowledged as a foundational component of institutional effectiveness and student engagement, its specific influence on student satisfaction with university services remains underexplored in the context of Saudi public higher education. This research gap is especially pronounced in large-scale institutions such as the University of Jeddah and King Abdulaziz University, where the complexity and scale of communication networks may significantly shape students' perceptions of service quality. Therefore, a comprehensive investigation into the role of organizational communication in shaping student satisfaction is warranted to inform evidence-based improvements in communication practices and promote a more student-centered learning environment.

6. Research Objectives:

1. To examine the relationship between the overall quality of organizational communication and student satisfaction with university services.
2. To compare students' perceptions of communication effectiveness between the University of Jeddah and King Abdulaziz University.
3. To analyze variations in satisfaction levels with different categories of university services including academic advising, registration, digital platforms, and administrative support.
4. To assess the predictive influence of specific organizational communication elements (clarity, timeliness, responsiveness, transparency and accessibility) on student satisfaction.

7. Research Questions:

Q1: Is there a statistically significant relationship between the overall quality of organizational communication and student satisfaction with university services?

Q2: Do students at the University of Jeddah and King Abdulaziz University differ in their perceptions of the effectiveness of organizational communication practices?

Q3: Are there statistically significant differences in student satisfaction across different types of university services (e.g., academic advising, registration, digital platforms, and administrative support)?

Q4: To what extent do specific aspects of organizational communication—such as clarity, timeliness, responsiveness, transparency and accessibility—predict student satisfaction?

6. Research Hypotheses:

Based on the literature review and research questions, the following hypotheses are proposed:

H1: The overall quality of organizational communication is positively correlated with student satisfaction with university services.

H2: There is a statistically significant difference in students' perceptions of organizational communication effectiveness between the University of Jeddah and King Abdulaziz University.

H3: Student satisfaction significantly differs across various university services (academic advising, registration, digital platforms, and administrative support).

H4: Clarity, timeliness, responsiveness, transparency and accessibility of organizational communication significantly predict student satisfaction with university services.

7. Conceptual Framework:

This study investigates the relationship between Organizational Communication (independent variable) and Student Satisfaction with University Services (dependent variable). The framework is built upon the assumption that the effectiveness of communication practices within the university—such as clarity, timeliness, transparency, and responsiveness—can directly influence how students evaluate and experience the quality of services provided by the institution.

7.1 Main Variables:

7.1.1 Independent Variable:

Organizational Communication, which includes key dimensions:

- Clarity of information
- Timeliness of communication
- Responsiveness of channels
- Transparency and consistency
- Accessibility (digital/physical)

7.1.1 Dependent Variable:

Student Satisfaction with University Services, which includes:

- Academic advising
- Registration and enrollment services
- Digital platforms (e.g., e-learning, portals)
- Administrative support
- Complaint handling and responsiveness

Organizational communication is viewed as a strategic and operational process through which students interact with the university's services. When communication is clear, timely, and responsive, students are more likely to feel supported, valued, and informed, which enhances their satisfaction. Conversely, communication breakdowns or delays may result in confusion, frustration, and dissatisfaction.

This framework is supported by: Stakeholder Theory: which sees students as core stakeholders whose satisfaction depends on institutional responsiveness, and Systems Theory: which positions communication as a central process maintaining balance between the university's subsystems and student needs.

8. Research Methodology:

This section outlines the research design, population and sample, data collection methods, instrument development, validity and reliability procedures, and the data analysis techniques adopted in this study. The methodology is carefully structured to ensure scientific rigor and alignment with the research objectives and hypotheses.

8.1 Research Design:

This study adopts a quantitative, correlational, cross-sectional research design. The quantitative approach is selected to allow for statistical analysis of relationships between variables, while the correlational design specifically investigates the strength and direction of the relationship between organizational communication and student satisfaction.

The cross-sectional nature of the study allows data to be collected at a single point in time, capturing the current perceptions of students from both universities regarding communication and service satisfaction. This design is appropriate for identifying patterns and associations without manipulating any variables.

8.2 Study Population and Sampling

The target population for this study consisted of university students enrolled in public higher education institutions in Jeddah, Saudi Arabia. To ensure data relevance and contextual specificity, the research focused on two major public universities: University of Jeddah and King Abdulaziz University. These institutions were purposefully selected due to their academic

diversity, large student populations, and established administrative structures, which provide a rich environment to assess the role of organizational communication in shaping student satisfaction.

Furthermore, both universities represent a broad cross-section of disciplines and administrative practices, making them suitable models for examining communication effectiveness within public higher education. This purposive selection is aligned with recommendations from prior studies, such as Alghamdi (2021) and Alzahrani (2020), which emphasize the value of contextual representativeness and institutional diversity when studying communication in Saudi universities.

A total of 400 undergraduate and postgraduate students (male and female) were selected using a proportionate stratified sampling technique. This method ensured adequate representation across different academic levels, faculties, and genders, thus enhancing the generalizability of the findings. The sample size of 400 was justified based on Creswell's (2014) guideline that medium to large-scale social science studies should engage a minimum of 300–400 participants to ensure statistical robustness, especially when conducting inferential analyses such as multiple regression and ANOVA.

The sample was distributed proportionately between the two universities to reflect their relative student population sizes. This approach is consistent with studies such as Al-Harbi (2019), which adopted multi-campus sampling to compare communication practices and student experiences across institutions.

8.3 Data Collection Methods:

Data for this study were collected through a structured, self-administered questionnaire distributed directly to students at the University of Jeddah and King Abdulaziz University. The survey was disseminated both physically (in classrooms and common areas) and digitally (via student groups and online platforms) to maximize accessibility and encourage participation across various academic departments and levels. This dual approach facilitated a higher response rate while ensuring inclusivity across demographic segments.

The questionnaire included clearly defined sections: demographic information, organizational communication dimensions (clarity, timeliness, responsiveness, transparency, and accessibility), and student satisfaction indicators. To encourage honest and unbiased responses, students were informed that participation was voluntary, anonymous, and strictly for academic research purposes.

The data collection process spanned approximately four weeks, allowing sufficient time for participants to complete the questionnaire without pressure. This timeline also helped mitigate potential biases associated with short-term fluctuations in university services or academic stress periods.

The method aligns with recommendations by Saunders et al. (2019) and Sekaran & Bougie (2016), who advocate using structured surveys in higher education research when exploring attitudes, perceptions, and institutional processes. Similar approaches were successfully implemented in related studies (e.g., Alghamdi, 2021; Zaid & Almalki, 2020) that examined communication and satisfaction in Saudi university settings, confirming the reliability of self-administered questionnaires for capturing student experiences.

By allowing students to respond in their own time and environment, the data collection process enhanced the validity and reliability of the findings, offering a robust foundation for subsequent analysis.

8.4 Research Instrument (Questionnaire Design):

The questionnaire will consist of three sections:

Section A: Demographic Information:

Includes items such as: Gender, University and academic department, Academic level, Year of study.

Section B: Organizational Communication:

Measures students' perceptions of communication practices using dimensions such as:

- Clarity of information. (3 Items)
- Timeliness of communication. (3 Items)
- Responsiveness of university staff. (3 Items)
- Transparency and consistency. (3 Items)
- Accessibility of Communication Channels (3 Items)

Items will be adapted from validated scales used in prior studies (e.g., Yusof et al., 2018; Al-Qahtani, 2021), rated on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

Section C: Student Satisfaction with University Services

Measures satisfaction with: (7 Items)

- Academic advising
- Registration process
- University digital platforms (e.g., LMS, portals)
- Administrative support
- Complaint handling services

Also measured using a 5-point Likert scale.

8.5 Validity and Reliability:

8.5.1 Content Validity:

To ensure strong content validity, the questionnaire items were evaluated by a panel of five academic experts specializing in organizational communication and higher education. The experts were drawn from major Saudi universities and were selected based on their academic credentials and experience in survey design and validation. They were asked to assess each item in terms of clarity, relevance, and alignment with the study constructs. The feedback led to minor revisions in item wording and sequencing to enhance comprehension and conceptual accuracy.

This expert validation process followed the recommendations of Polit and Beck (2006), who emphasized the necessity of expert judgment in establishing content validity in social science research. Furthermore, according to DeVellis (2016), involving content experts ensures that the instrument reflects the full domain of the construct being measured. Thus, the refined instrument was considered to possess a strong face and content validity.

8.5.2 Pilot Study and Reliability:

Prior to the full-scale data collection, a pilot study was conducted with a sample of 30 students from both the University of Jeddah and King Abdulaziz University. The purpose of the pilot study was to evaluate the clarity, readability, and reliability of the survey items, as well as to identify any potential issues in survey administration.

The internal consistency of each scale was assessed using Cronbach's alpha, and the results demonstrated acceptable reliability coefficients ($\alpha > 0.70$), aligning with the threshold recommended by Nunnally and Bernstein (1994). The pilot study also confirmed that participants were able to complete the survey without difficulty and that the questionnaire length was manageable.

According to Creswell and Creswell (2018), pilot studies are critical for detecting weaknesses in survey design and enhancing instrument reliability before large-scale deployment. Therefore, based on the positive results of the pilot test, the survey instrument was finalized and deemed suitable for use in the main study.

8.6 Data Analysis Techniques:

The data collected will be analyzed using the Statistical Package for the Social Sciences (SPSS). A combination of descriptive and inferential statistical techniques will be employed to address the research objectives and test the hypotheses.

8.6.1 Descriptive Statistics:

Descriptive analyses will include frequencies, means, and standard deviations to summarize demographic characteristics and assess central tendencies and variability of the key study variables related to organizational communication and student satisfaction.

8.6.2 Inferential Statistics:

To ensure the rigor and validity of the findings, the following inferential techniques will be utilized:

- **Exploratory Factor Analysis (EFA):** Conducted to examine the construct validity and underlying factor structure of the measurement items related to organizational communication and satisfaction dimensions.
- **Pearson Correlation Analysis:** Used to evaluate the strength and direction of the linear relationship between organizational communication quality and student satisfaction.
- **Independent Samples t-test and One-Way ANOVA:** Employed to assess statistically significant differences in students' perceptions based on university affiliation and other demographic variables.
- **Multiple Regression Analysis:** Applied to determine the predictive power of various dimensions of organizational communication (e.g., clarity, timeliness, responsiveness, transparency, and accessibility) in explaining variations in student satisfaction levels.

These analytical techniques will provide a comprehensive understanding of the patterns, relationships, and predictors relevant to communication practices and student satisfaction within the context of Saudi public universities.

8.7 Ethical Considerations:

This study adhered to core ethical principles in conducting research involving human participants, including respect for autonomy, privacy, confidentiality, and voluntary participation. Although formal ethical approval was not obtained from the university or

department, all ethical standards commonly expected in academic research were fully implemented throughout the data collection process.

Prior to participation, respondents were provided with a clear explanation of the study's purpose, scope, and objectives. A consent statement was embedded at the beginning of the questionnaire, informing participants that their involvement was entirely voluntary and that they could withdraw at any time without consequence. This approach is consistent with ethical guidelines proposed by Creswell (2014) and Babbie (2020), which emphasize transparency and informed consent as essential to safeguarding participant rights. No identifying personal information (e.g., names, student IDs, email addresses) was collected, ensuring strict anonymity and confidentiality of responses. The data collected were securely stored in encrypted, password-protected files, accessible only to the researcher. These precautions align with data protection standards recommended by the APA (2020) and Resnik (2018).

The questionnaire content was carefully designed to avoid any questions of a sensitive or intrusive nature. All items focused solely on students' academic experiences and perceptions of communication within the university context, minimizing the risk of psychological or emotional discomfort. As noted by Cohen, Manion, and Morrison (2018), minimizing harm and maximizing respect for participants are central to ethical educational research.

Furthermore, participants were thanked for their valuable input and reminded that their responses would be used solely for academic purposes. Even in the absence of formal institutional approval, the researcher made every effort to comply with best practices and maintain ethical integrity throughout the study, aligning with the broader academic consensus on ethical responsibility in student-based research contexts

8.8 Limitations of the Methodology:

Despite the study's robust methodological design, several limitations should be acknowledged to contextualize the findings and guide future research. The reliance on a cross-sectional, survey-based approach limited the ability to establish causality between organizational communication variables and student satisfaction. While significant associations and predictive relationships were identified, the temporal dynamics of these interactions remain unverified. Additionally, the study employed a self-reported questionnaire, which may be susceptible to common method variance and social desirability bias, potentially affecting the accuracy and neutrality of student responses.

Furthermore, the research focused solely on two public universities—King Abdulaziz University and the University of Jeddah—both located in the Western Region of Saudi Arabia. Although these institutions represent a large portion of the public higher education landscape, the findings may not be generalizable to other universities, particularly those in different regions or within the private sector. While the overall sample size ($N = 400$) was statistically adequate, representation across various colleges and departments within the two universities

may have varied. Lastly, although the study incorporated validated scales and conducted exploratory factor analysis to confirm construct validity, it did not include qualitative methods that could have offered deeper contextual insight into students' lived experiences with institutional communication.

Future research is encouraged to adopt longitudinal or mixed method designs to overcome these limitations and provide a more comprehensive understanding of the evolving relationship between communication practices and student satisfaction in higher education settings.

8.8.1 Reliance on Quantitative Methods Only

This study utilized a structured, quantitative questionnaire as the sole data collection instrument. While this approach enabled statistical generalization, it limited the depth of understanding concerning students' nuanced perceptions and experiences with university communication. The absence of qualitative data restricted the capacity to explore contextual and emotional dimensions that may influence satisfaction. Creswell (2014) highlights the importance of methodological triangulation in educational research to enhance validity and enrich interpretation.

8.8.2 Cross-Sectional Research Design

The cross-sectional design captured data at a single point in time, preventing the assessment of changes or developments in students' satisfaction or communication experiences over an academic trajectory. As Bryman (2016) notes, cross-sectional designs are inherently limited in their ability to infer causation, making longitudinal studies more suitable for examining how communication practices impact student outcomes over time.

8.8.3 Limited Generalizability

The study sample consisted of 400 undergraduate students from only two major public universities in Saudi Arabia. While these institutions are influential, the findings may not fully reflect the experiences of students in other educational contexts, such as private universities or institutions in different regions. Alghamdi (2020) similarly observed that institutional differences significantly affect student satisfaction, suggesting the need for broader sampling in future research.

8.8.4 Self-Reported Data and Potential Bias

Data collection through self-administered questionnaires introduces the potential for biases, including social desirability bias and common method variance. Although confidentiality was emphasized, participants may have provided overly cautious or favorable responses. Podsakoff et al. (2003) have documented the prevalence and impact of such biases in behavioral and

educational research, stressing the importance of incorporating procedural remedies or mixed methods to mitigate these effects.

8.8.5 Assumption of Homogeneity in Communication Constructs

The study evaluated several dimensions of organizational communication—such as clarity, responsiveness, timeliness, transparency, and accessibility—assuming that these constructs are interpreted uniformly by all respondents. However, variations in cultural, academic, or personal backgrounds could influence how students perceive and evaluate these elements. Hofstede (2001) emphasized that perceptions of communication effectiveness are often shaped by cultural context, underscoring the value of integrating culturally responsive methodologies in future research.

9. Data Analysis Procedure:

9.1 Respondents' Profile:

This study surveyed a total of 400 students from two major public universities in Saudi Arabia: The University of Jeddah and King Abdulaziz University. The demographic and academic characteristics of the respondents are summarized in **Table No. (1)** and discussed below.

9.1.1 Gender Distribution:

The sample consisted of 45% male ($n = 180$) and 55% female ($n = 220$) students. This gender representation is consistent with the actual enrollment trends in Saudi universities, particularly in urban centers like Jeddah. Previous research has indicated that gender can influence communication preferences and perceptions of institutional services. For instance, Ali et al. (2021) observed that female students tend to place greater value on clarity and responsiveness in university communication than their male counterparts.

9.1.2 University Affiliation:

Half of the respondents were enrolled at the University of Jeddah ($n = 200$), and the other half at King Abdulaziz University ($n = 200$). This equal distribution was intentional to ensure comparative insights across institutions. According to Alsharif and Alhazmi (2020), university-specific administrative practices and technological infrastructure can shape student satisfaction levels, especially in relation to how communication is structured and delivered.

9.1.3 Academic Level:

The majority of participants were undergraduate students (80%, $n = 320$), while postgraduate students accounted for 20% ($n = 80$). This proportion reflects the general population structure in most Saudi public universities. As highlighted by Rahman et al. (2022), postgraduate students often have more complex academic demands and thus expect higher levels of formality and efficiency in organizational communication.

9.1.4 Year of Study:

Students were categorized based on their year of study: 1st year (15%, n = 60), 2nd year (22.5%, n = 90), 3rd year (30%, n = 120), and 4th year or above (32.5%, n = 130). This classification enables the analysis of whether familiarity with institutional processes impacts satisfaction levels. Previous findings by Mohammed and Salem (2019) suggest that senior students are generally more critical of communication practices due to their longer exposure and accumulated expectations.

9.1.5 College Type:

Respondents were also grouped based on college type: scientific colleges (47.5%, n = 190) and humanities/social sciences colleges (52.5%, n = 210). This differentiation is significant, as Abdullah et al. (2020) found that students in scientific disciplines often require more structured and timely communication, particularly regarding academic logistics such as lab schedules and project deadlines.

In summary, the diverse demographic and academic profile of the sample enhances the generalizability of the findings. Moreover, incorporating variables such as gender, academic level, and university affiliation allows for a more nuanced understanding of how organizational communication influences student satisfaction with university services

Table No. (1)
Respondents' Profile

Profile Category	Frequency (N=400)	Percentage (%)
Gender		
Male	180	45%
Female	220	55%
University Affiliation		
University of Jeddah	200	50%
King Abdulaziz University	200	50%
Academic Level		
Undergraduate	320	80%
Postgraduate	80	20%
Years of Study		

1 st year	60	15%
2 nd years	90	22.5%
3 rd years	120	30%
4 th years or above	130	32.5%
College Type		
Scientific Colleges	190	47.5%
Humanities and Social Science	210	52.5%

Source: Prepared By the Researcher for this Study

9.2 Descriptive Statistics:

The descriptive analysis was conducted on a sample of 400 students from the University of Jeddah and King Abdulaziz University, aiming to evaluate their perceptions of organizational communication dimensions and overall satisfaction with university services. The mean and standard deviation were calculated for each item to assess the central tendency and variability of responses.

9.2.1 Clarity of Communication:

The average score for this dimension was 3.86 with a relatively low standard deviation ($SD \approx 0.72$), indicating that most students agreed that university announcements, procedures, and academic schedules are communicated in a clear and understandable manner. This aligns with findings from Ali et al. (2021), who emphasized the importance of clarity in internal communication as a major contributor to perceived service quality in Saudi universities.

9.2.2 Timeliness of Communication:

The mean score was 3.77, suggesting that students generally perceive communication to be timely, particularly regarding updates and exam schedules. These findings are consistent with Rahman et al. (2022), who reported that timely communication significantly enhances students' trust and satisfaction with institutional services.

9.2.3 Responsiveness of Communication:

The lowest average among communication dimensions was recorded here at 3.68, indicating moderate satisfaction with how quickly staff and faculty respond to inquiries or feedback. This result reinforces the gap identified by Alsharif & Alhazmi (2020), who observed that many Saudi universities suffer from delays in administrative responsiveness, which negatively impacts student engagement.

9.2.4 Transparency and Consistency:

With an average of 3.67, this dimension also reflects moderate levels of satisfaction. Students perceived some inconsistency or lack of transparency in how policies and information are communicated across departments. These findings are in line with Alghamdi (2019), who stressed that inconsistent communication from different university units weakens students' confidence in institutional reliability.

9.2.4 Accessibility of Communication Channels:

This dimension scored 3.86, one of the highest, indicating that students find communication tools (e.g., email, portals) accessible and effective. As noted by Yousuf & Khan (2021), the widespread use of integrated digital platforms in Saudi universities (like Blackboard and SIS) has facilitated improved communication accessibility, contributing positively to student satisfaction.

9.2.5 Student Satisfaction with University Services:

The composite average for this section was 3.81, reflecting a moderate-to-high level of overall satisfaction among students regarding university services such as advising, registration, administrative support, and digital systems. This matches the results of Ahmed et al. (2022), who found that effective communication positively correlates with perceived service quality and student satisfaction in higher education institutions.

Table No. (2) below reveals that students in both universities are generally satisfied with the communication processes, particularly in terms of clarity and accessibility. However, responsiveness and transparency remain areas that require institutional improvement. The consistency of these results with prior research in the Saudi higher education context reinforces the validity of your framework and suggests potential areas for strategic development in communication management.

Table No. (2)
Descriptive Statistics

Construct	Number of Items	Sample Size (N)	Mean	Standard Deviation
Clarity of Communication	3	400	3.86	0.72
Timeliness of Communication	3	400	3.77	0.75
Responsiveness of Communication	3	400	3.68	0.79
Transparency and Consistency	3	400	3.67	0.78
Accessibility of channel	3	400	3.86	0.73
Student Satisfaction	7	400	3.81	0.73

Source: Prepared By the Researcher for this Study

9.3 Reliability Analysis of the Instruments:

The reliability analysis for the present study was conducted using Cronbach's Alpha coefficient (α) to evaluate the internal consistency of each dimension within the questionnaire. Cronbach's Alpha is widely accepted in quantitative research to assess how well a set of items measures a single latent construct (Nunnally & Bernstein, 1994). A threshold of 0.70 or higher is generally considered acceptable for reliability in social science research (Hair et al., 2019).

9.3.1 Clarity of Communication ($\alpha = 0.84$):

The reliability coefficient indicates that students consistently understood and responded to the items related to clarity in a similar manner. This aligns with the findings of Ali et al. (2021), who reported high internal consistency ($\alpha = 0.82$) when measuring clarity in institutional communication in Saudi universities.

9.3.2 Timeliness of Communication ($\alpha = 0.82$):

This result confirms that the items regarding the timeliness of communication are reliable and cohesive. This supports Rahman et al. (2022), who found similar reliability levels in their assessment of communication timeliness and its influence on student engagement.

9.3.3 Responsiveness of Communication ($\alpha = 0.79$):

Although slightly below 0.80, this value is still acceptable, reflecting consistent responses. Alsharif & Alhazmi (2020) observed a comparable coefficient ($\alpha = 0.76$) when examining responsiveness in administrative communication, noting that responsiveness is often subject to variation based on department or individual.

9.3.4 Transparency and Consistency ($\alpha = 0.81$):

A reliable dimension where respondents showed consistent perceptions about how transparently and consistently policies and messages are conveyed. This finding echoes the work of Alghamdi (2019), who emphasized the need for standardized communication protocols in higher education to improve trust and engagement.

9.4.5 Accessibility of Communication ($\alpha = 0.86$):

This high score indicates strong internal agreement among items measuring access to tools and channels of communication (email, portals, etc.). Yousuf & Khan (2021) found comparable results in their study on digital communication platforms in Saudi universities.

9.4.6 Student Satisfaction with University Services ($\alpha = 0.88$):

This dimension achieved excellent reliability, demonstrating that students interpreted the satisfaction-related items consistently. Ahmed et al. (2022) similarly reported a Cronbach's Alpha of 0.87 for service satisfaction items in Saudi private and public universities, confirming its robustness as a construct.

Table No. (3) below demonstrates that the questionnaire possesses strong internal consistency across all constructs, with all dimensions exceeding or approaching the standard 0.80 threshold. The overall reliability coefficient of 0.91 indicates that the instrument is both statistically robust and practically reliable for measuring the impact of organizational communication on student satisfaction in higher education institutions in Saudi Arabia.

Table No. (3)

Scale Reliability Test of the Questionnaires

Variables	Items	Alpha Cronbach %	Interpretation
Clarity of Communication	3	84%	Hight Reliability
Timeliness of Communication	3	82%	Hight Reliability
Responsiveness of Communication	3	79%	Acceptable Reliability
Transparency and Consistency	3	81%	Hight Reliability
Accessibility of channel	3	86%	Hight Reliability
Student Satisfaction	7	88%	Hight Reliability
Overall Scale	22	91%	Excellence Reliability

Source: Prepared By the Researcher for this Study

9.4 Inferential Statistics Procedure :

9.4.1 Exploratory Factor Analysis (EFA):

To examine the underlying dimensional structure of the constructs measured in the questionnaire, an Exploratory Factor Analysis (EFA) was conducted. EFA serves as a foundational statistical method for identifying latent variables that explain patterns of correlations among observed variables. This technique not only aids in reducing data complexity but also enhances the construct validity of measurement instruments by grouping items that reflect the same conceptual domain (Hair et al., 2019).

Step 1: Assessment of Data Suitability for Factor Analysis

Prior to conducting EFA, it was essential to evaluate whether the dataset met the statistical assumptions required for factor extraction. Two key tests were employed to assess the adequacy of the data:

- **Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy:** The KMO index yielded a value of **0.891**, which is considered "meritorious" according to the benchmarks established by Kaiser (1974). This result indicates a high degree of shared

variance among the variables and confirms that the sample size is sufficient to produce reliable factors.

- **Bartlett's Test of Sphericity:** The test produced a chi-square value of $\chi^2(528) = 2567.42$, with a **p-value** < **0.001**, denoting statistical significance. This result suggests that the correlation matrix significantly differs from an identity matrix, thereby affirming the presence of substantial correlations between items—a prerequisite for effective factor extraction (Field, 2018).

Table No. (4) explains that the KMO and Bartlett's test results provide strong statistical justification for proceeding with factor analysis, demonstrating that the dataset—comprising responses from 400 university students—is factorable and appropriate for dimensionality reduction.

Table No. (4)
Data Suitability for Factor Analysis

Test	Value	Acceptable Threshold
Kaiser-Meyer-Olkin (KMO)	0.891	≥ 0.60
Bartlett's Test of Sphericity	$\chi^2 = 2567.42, p < 0.001$	$p < 0.05$

Source: Prepared by the Researcher for This Study

These preliminary diagnostics support the robustness of the data for factor analysis, allowing for the extraction of latent constructs that reflect students' perceptions of organizational communication and its dimensions. The following steps of factor extraction, rotation, and interpretation were subsequently implemented based on these validation checks.

Step 2: Factor Extraction Using PCA with Varimax Rotation :

Following confirmation of data suitability, Principal Component Analysis (PCA) with Varimax rotation was employed to extract the factors. This method aims to maximize the variance explained by each component while ensuring clearer interpretability of the factor loadings. The Varimax rotation enhances the clarity of the factor structure by minimizing cross-loadings and aligning items more distinctly to individual constructs (Tabachnick & Fidell, 2013).

After confirming data suitability with KMO and Bartlett's Test, the next step is extracting the factors to understand how the questionnaire items group into constructs.

Table No. (5)
Factor Extraction

Factor	Number of Items	Eigenvalue	Explained Variance (%)	Cumulative %
Factor 1 :Clarity of Communication	3	3.26	18.1%	18.1%
Factor 2 :Timeliness of Communication	3	2.71	15.0%	33.1%
Factor 3 :Responsiveness of Communication	3	2.29	12.7%	45.8%
Factor 4 :Transparency and Consistency	3	2.14	11.9%	57.7%
Factor 5 :Accessibility of channel	3	1.98	10.4%	68.1%
Factor 6 :Student Satisfaction	7	4.36	24.2%	92.3%

Source: Prepared By the Researcher from Analysis of the Questionnaire (SPSS Output)

Table No. (5) above presents the results of the factor extraction process using Principal Component Analysis with Varimax rotation. The analysis identified three distinct factors, each representing one of the main constructs of the study.

- **Eigenvalue Criterion:** All six factors have eigenvalues greater than 1.0, which satisfies Kaiser's rule (Kaiser, 1974) for factor retention in exploratory factor analysis. This indicates that each factor explains a meaningful portion of the total variance and should be included in the model.
- **Explained Variance:** The first five factors — representing dimensions of organizational communication — explain a combined 68.1% of the total variance, while the sixth factor, student satisfaction, explains an additional 24.2%, leading to a cumulative variance of 92.3%. According to Hair et al. (2019), a cumulative variance above 60% is considered highly satisfactory in social sciences, suggesting that the extracted factors capture a substantial portion of the construct structure.
- **Interpretation of Specific Factors:** Clarity of Communication (18.1%) emerged as the most dominant communication factor, confirming the findings of Tella et al. (2007), who emphasized that students' understanding and engagement improve significantly when communication is clear and straightforward. Timeliness and Responsiveness collectively account for 27.7% of the variance, consistent with Al-Alwan (2020), who reported that promptness in university communication plays a critical role in shaping student satisfaction. Transparency and Accessibility, which together contribute over 22% of the variance, align with Cheng (2012), who found that transparent and reachable

administrative structures build institutional trust and foster satisfaction among students. The high loading of Student Satisfaction (24.2%) as an independent factor confirms its distinctiveness in the model and echoes findings from Arif et al. (2013), who established that satisfaction is both influenced by and an outcome of effective internal communication systems in higher education.

- **Construct Validity:** The alignment between extracted factors and the conceptual framework confirms construct validity, meaning each group of items measures a specific theoretical dimension. This matches the methodological guidance of Tabachnick & Fidell (2013), who emphasized the importance of empirical support for theoretical constructs during instrument validation.

The factor extraction results provide strong empirical support for the study's framework. The high eigenvalues, substantial explained variance, and logical factor structure confirm the robustness and clarity of the constructs. Furthermore, these findings are in line with previous research, enhancing the credibility and scholarly contribution of the study.

Step 3: Factor Loading:

Table No. (6) below explains The Factor Loadings this table is a critical component of Exploratory Factor Analysis (EFA), as it indicates the degree to which each observed variable (survey item) is associated with an underlying latent construct (factor). In general, a factor loading value above 0.50 is considered acceptable, while values above 0.70 are preferred, indicating a strong correlation between the item and its respective factor (Hair et al., 2019). In the current study on "The Impact of Organizational Communication on Student Satisfaction with University Services", EFA revealed six distinct and meaningful factors: Clarity, Timeliness, Responsiveness, Transparency, Accessibility, and Student Satisfaction. Each item loaded highly on its expected factor, confirming the internal structure of the instrument.

For example, the item "University announcements are clear" (B1) loaded at 0.81 under the "Clarity" factor, demonstrating strong alignment. Similarly, "Important updates are sent on time" (B4) loaded at 0.79 under the "Timeliness" factor. These findings align closely with Tabachnick and Fidell (2013), who emphasized that clear loading patterns reflect strong construct validity. Moreover, the item "Faculty members address concerns quickly" (B8) showed a loading of 0.86 under "Responsiveness", which is consistent with findings from Arif et al. (2013), where timely and responsive communication was a key predictor of student satisfaction.

Another vital dimension, "Transparency and Consistency", included items such as "I trust the reliability of university communication" (B12), which showed a loading of 0.84. This mirrors the findings of Al-Alwan (2020), who found that trust in communication integrity significantly enhances satisfaction in Saudi higher education institutions. Similarly, accessibility-related items (e.g., "The university uses various effective communication

channels”) loaded above 0.76, confirming the validity of the “Accessibility” construct. This is supported by Hair et al. (2019), who argue that when each item loads strongly on one factor only (without cross-loading), the instrument demonstrates both convergent and discriminant validity.

The last set of items measuring overall student satisfaction (e.g., “Overall, I am satisfied with the university services provided”) clustered under one factor with strong loadings ranging from 0.78 to 0.88, reinforcing the reliability of the satisfaction construct. These results echo the structure found in Mohd Rashid et al. (2017), who demonstrated that satisfaction is a multidimensional outcome influenced directly by communication quality.

Importantly, no significant cross-loadings were observed, which further validates the unidimensionality of each factor. This reflects a robust factorial structure and supports the theoretical assumption that each communication dimension is conceptually distinct but collectively contributes to the overall satisfaction construct

Table No. (6)

Factor Loading

Item Code	Item Description	Factor 1 (Clarity)	Factor 2 (Timeliness)	Factor 3 (Responsiveness)	Factor 4 (Transparency)	Factor 5 (Accessibility)	Factor 3 (Student Satisfaction)
Clarity of Communication							
B1	University announcements are clear and easy to understand.	0.81					
B2	Academic procedures are communicated clearly.	0.84					
B3	Course schedules and deadlines are easy to follow.	0.76					
Timeliness of Communication							
B4	Important updates are sent on time.		0.79				
B5	I receive timely notices about schedule or exam changes.		0.83				

B6	Administrative information is provided without delay.		0.77				
Responsiveness of Communication							
B7	Staff respond promptly to my inquiries.			0.81			
B8	Faculty members address concerns quickly.			0.86			
B9	Feedback from administration is timely and helpful.			0.78			
Transparency and Consistency							
B10	University policies are communicated transparently.				0.79		
B11	Information from different departments is consistent.				0.81		
B12	I trust the reliability of university communication.				0.84		
Accessibility of Communication Channels							
B13	I can easily access communication tools (email, portal, etc.).					0.83	
B14	The right departments are reachable when needed.					0.79	
B15	The university uses various effective communication channels.					0.76	
Student Satisfaction with University Services							

C1	I am satisfied with academic advising services.						0.78
C2	The course registration process is smooth and clear.						0.77
C3	University digital platforms (LMS, portal) support my academic progress.						.81
C4	Administrative staff are helpful and professional.						0.85
C5	I feel my voice is heard when I submit complaints or suggestions.						0.88
C6	Good communication enhances my satisfaction with university services.						0.80
C7	Overall, I am satisfied with the university services provided						0.79

- **Source: Prepared By the Researcher from Analysis of the Questionnaire (SPSS Output)**

9.4.2 Pearson Correlation Analysis:

In the context of this study, Pearson Correlation Analysis was conducted to examine the direction and strength of the relationships between various dimensions of organizational communication (clarity, timeliness, responsiveness, transparency, and accessibility) and student satisfaction with university services.

Table No. (7) below revealed that all communication dimensions are positively and significantly correlated with student satisfaction, with correlation coefficients (r) ranging from 0.563 to 0.647, all statistically significant at the $p < 0.01$ level. This supports H1, confirming that as students perceive better communication practices at their universities, their satisfaction with services increases

Table No. (7)

Inter-Correlations among all Variables in the Model (N=400)

Variables	1	2	3	4	5	6
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1.Clarity ofCommunication	1.000	0.541**	0.512**	0.498**	0.476**	0.612**
2.Timeliness of Communication	0.541**	1.000	0.526**	0.507**	0.494**	0.585**
3.Responsiveness ofCommunication	0.512**	0.526**	1.000	0.519**	0.502**	0.647**
4.Transparency andConsistency	0.498**	0.507**	0.519**	1.000	0.475**	0.604**
5.Accessibility of channel	0.476**	0.494**	0.502**	0.475**	1.000	0.563**
6.Student Satisfaction	0.612**	0.585**	0.647**	0.604**	0.563**	1.000

Source: Prepared By the Researcher for this Study

The correlation analysis in **Table No. (7)** above shows that all five dimensions of organizational communication are significantly and positively correlated with student satisfaction, with the highest correlation seen between Responsiveness and Student Satisfaction ($r = 0.647$, $p < 0.01$). This confirms that students highly value quick and effective responses from faculty and staff. This is consistent with Arif et al. (2013) who found that student satisfaction in Pakistani universities is significantly influenced by the responsiveness of communication systems.

Clarity of Communication ($r = 0.612$) also has a strong correlation with satisfaction. According to Mohd Rashid et al. (2017), clear communication fosters better student understanding and lowers ambiguity in academic matters, leading to improved satisfaction levels. Transparency and timeliness ($r = 0.604$ and 0.585 respectively) showed similar levels of influence. These findings align with Al-Alwan (2020) who observed that transparent and timely institutional communication builds trust, particularly among students in Saudi universities.

Finally, Accessibility of Communication Channels ($r = 0.563$) was also a significant predictor, suggesting that the availability of multiple and reliable communication platforms is critical to student satisfaction — a finding echoed by Suryadi& Purwanto (2021) in Indonesian universities.

From a methodological perspective, these correlation values exceed the 0.50 threshold, which according to Hair et al. (2019) represents a moderate to strong effect size in social sciences, indicating practical as well as statistical significance.

The inclusion of Student Satisfaction in the Pearson correlation matrix validates the central hypothesis of the study. All communication dimensions are significantly associated with satisfaction, highlighting the need for strategic improvements in institutional communication systems to enhance service experience in Saudi universities. This finding aligns with Al-Alwani (2021), who found that effective communication within Saudi universities plays a vital role in improving student satisfaction and service perception. Similarly, Tella

&Fakunle (2020) observed that when academic communication was timely, clear, and open, student satisfaction increased significantly in public Nigerian universities. Also Mohamed & Omar (2022) also confirmed that strategic internal communication improves students' engagement and perception of service delivery.

9.4.3 Independent Samples t-Test:

To test this hypothesis(H2: There is a statistically significant difference in students' perceptions of organizational communication effectiveness between the University of Jeddah (UJ) and King Abdulaziz University (KAU). An Independent Samples t-Test was conducted to compare students' perceptions of organizational communication effectiveness at the University of Jeddah (UJ) and King Abdulaziz University (KAU). The analysis involved two equal groups of students: 200 from each university, providing robust and balanced data for comparison.

The descriptive statistics in **Table No. (8)** show that students at KAU had a higher mean score ($M = 4.05$, $SD = 0.54$) than students at UJ ($M = 3.78$, $SD = 0.61$) regarding the perceived effectiveness of organizational communication. This suggests that KAU students generally viewed internal communication practices more favorably.

Table No. (8)

Descriptive Statistic

University	Number	Mean Score	St. Deviation
University of Jeddah	200	3.78	0.61
King Abdulaziz University	200	4.05	0.54

Source: Prepared By the Researcher for this Study

9.4.3 Inferential Statistics – t-Test Results:

Table No. (9) t-test results revealed a statistically significant difference between the two groups ($t(398) = -4.377$, $p = 0.000$), confirming the hypothesis. The mean difference of -0.27 indicates that KAU students rated organizational communication significantly more positively than their UJ counterparts.

Table No. (9)

t-test results

Variable	t-value	Df	Sig.(2-tailed)	Mean Differences	Interpretation
Organizational communication	-4.377	398	0,000	-0.27	Significance difference between group

Source: Prepared By the Researcher for this Study

These results are in line with the findings of Al-Harbi (2020), who highlighted that older, more established Saudi universities tend to implement more mature and transparent communication strategies. KAU, being one of the oldest public universities in the country, likely benefits from well-structured internal communication systems, which contribute to higher student satisfaction. Similarly, Tariq and Hussain (2021) emphasized that institutional communication culture, responsiveness, and clarity have a direct impact on students' perceptions—elements that may be more consistently practiced at KAU than at UJ.

The significant difference in perception also reflects variations in organizational leadership, communication channels, and institutional transparency, as discussed by Alqahtani (2019), who noted that universities with better administrative responsiveness are more likely to gain students' trust and satisfaction in communication practices

In conclusion, the hypothesis is supported: students at King Abdulaziz University perceive the effectiveness of organizational communication more positively than those at the University of Jeddah, and this is not only confirmed statistically but also grounded in the literature that points to the role of institutional history, administrative structure, and cultural maturity in shaping students' communication experiences.

9.4.4 One Way ANOVA Test:

To examine this hypothesis (H3: Student satisfaction significantly differs across various university services (academic advising, registration, digital platforms, and administrative support). a one-way repeated measures ANOVA was conducted using responses from 400 university students (200 from the University of Jeddah and 200 from King Abdulaziz University). The analysis aimed to identify whether students reported different levels of satisfaction depending on the type of university service they interacted with.

The descriptive statistics in **Table No. (10)** revealed clear differences in satisfaction across services. The highest satisfaction was reported with Digital Platforms ($M = 4.12$), likely to reflect the efficiency, accessibility, and user-friendliness of these systems. This finding aligns with Alghamdi (2020), who found that students in Saudi universities perceived digital systems (like e-learning portals and registration platforms) as more reliable and responsive compared to face-to-face services.

Table No. (10)

Descriptive Statistics

University Services	Mean – Satisfaction Score	St. Deviation
Academic Advising	3.42	0.71
Registration Services	3.75	0.65
Digital Platform	4.12	0.58
Administrative Support	3.51	0.69

Source: Prepared By the Researcher for this Study

The ANOVA in Table No. (11) below results showed that these differences were statistically significant.

Table No. (11)

ANOVA Test

Source of Variation	SS	Df	MS	F	p-value
Between Services	42.37	3	14.12	26.78	< 0.000
Within Subjects (Error)	209.13	796	0.263		

Source: Prepared By the Researcher for this Study

The F-value of 26.78 and a p-value less than 0.001 indicate that at least one service type significantly differs from the others in terms of satisfaction. Post-hoc tests with Bonferroni correction confirmed that satisfaction with Digital Platforms was significantly higher than all other services ($p < 0.001$), and that Registration Services ($M = 3.75$) were significantly more satisfying than Academic Advising ($M = 3.42$) and Administrative Support ($M = 3.51$).

This pattern suggests that while digital and automated services are increasingly meeting student expectations, more traditional and interpersonal services such as advising and administrative communication may still suffer from inefficiencies or inconsistency. This mirrors the findings of Mahmoud & Abdelrahman (2019), who highlighted that advising services often lack clarity and responsiveness, which directly lowers satisfaction scores. Similarly, Kaur and Bhatia (2021) emphasized that students today expect seamless digital service experiences, and when these are absent in areas like advising or administration, satisfaction declines.

In summary, the hypothesis was supported: Student satisfaction significantly varied across service types, and the analysis pinpointed where universities should focus their improvement efforts—especially in Academic Advising.

9.4.5 Multiple Regression Analysis:

To examine the relationship between Organizational Communication (independent variable) and Student Satisfaction with University Services (dependent variable), a multiple linear regression analysis was conducted.

9.4.5.1 Step One: Model Summary:

The Model Summary table in regression analysis provides statistical information that tells us how well the independent variables collectively predict the dependent variable.

The Table No. (12) below indicates that 52.3% of the variation in student satisfaction is explained by the five communication dimensions. This demonstrates a moderately strong model, consistent with findings from Ahmed & Farooq (2022), who reported that communication factors could explain over 50% of satisfaction in university settings.

Table No (12)

Regression Analysis

Statistic	Value
R	0.723
R ² (R-Squared)	0.523
Adjusted R ²	0.517
Std. Error of Estimate	0.495

Source: Prepared By the Researcher for this Study

9.4.5.2 Step Two: Regression Coefficients:

The Coefficients **Table No. (13)** summarizes the individual contribution of each independent variable (communication dimension) to predict the dependent variable (student satisfaction). The table below is followed by a thorough academic interpretation.

Table No. (13)

Regression Coefficients

Predictor	B (Unstandardized)	Std. Error	Beta (Standardized)	t-value	Significance (p-value)
Clarity of Communication	0.294	0.047	0.298	6.26	0.000
Timeliness of Communication	0.211	0.043	0.229	4.91	0.000
Responsiveness of Communication	0.172	0.039	0.188	4.41	0.000
Transparency and Consistency	0.145	0.036	0.152	4.03	0.000
Accessibility of channel	0.127	0.041	0.130	3.10	0.000

Source: Prepared By the Researcher for this Study

- Clarity of communication had the strongest influence ($\beta = 0.298$, $p < 0.001$), suggesting that when messages from the university are clear and understandable, students report significantly higher satisfaction. This finding supports Ahmed & Khalid (2021), who emphasized that communication clarity is critical for reducing confusion and enhancing student trust in university operations.
- Timeliness ($\beta = 0.229$, $p < 0.001$) and Responsiveness ($\beta = 0.188$, $p < 0.001$) were also strong predictors. These results are aligned with the study by Zhao et al. (2020), which demonstrated that timely feedback and fast response to student inquiries play a key role in shaping students' positive perceptions of university support.
- Transparency ($\beta = 0.152$) and Accessibility ($\beta = 0.130$) had relatively smaller but still statistically significant effects. These findings are in line with Alghamdi (2021), who found that easy access to communication channels and transparent policies foster a sense of fairness and inclusion among university students.

Overall, the findings provide strong support for H4, showing that improvements in specific organizational communication practices—especially clarity and timeliness—can meaningfully enhance student satisfaction. The results are consistent with a growing body of literature emphasizing the role of communication quality in higher education service delivery (Kaur & Bhatia, 2021; Mahmoud & Abdelrahman, 2019)

10. Research Findings:

This study explored the impact of organizational communication on student satisfaction with university services among 400 students from two major Saudi public universities: the University of Jeddah and King Abdulaziz University. Five hypotheses were examined through a series of statistical techniques, including Pearson correlation, t-tests, ANOVA, and multiple

regression analysis. The findings are presented below in detail, along with direct integration of relevant previous research.

H1: The overall quality of organizational communication is positively correlated with student satisfaction with university services:

The Pearson correlation analysis revealed all communication dimensions are positively and significantly correlated with student satisfaction, with correlation coefficients (r) ranging from 0.563 to 0.647, all statistically significant at the $p < 0.01$ level. This result confirms that when communication is clear, timely, and responsive, students tend to report higher satisfaction with the services provided by the university.

This result suggests that as the perceived quality of organizational communication increases, students report higher satisfaction with university services. Specifically, students who rated communication from their universities as clear, consistent, and responsive were significantly more satisfied with academic advising, registration services, digital platforms, and administrative support. These findings align with previous research, such as Tariq and Hussain (2021), who found that effective communication enhances trust and satisfaction among students in higher education. Similarly, Alqahtani (2019) emphasized that internal communication plays a vital role in shaping student perceptions and improving service quality, especially in the context of Saudi universities. Moreover, Al-Harbi (2020) confirmed that structured and transparent communication strategies contribute significantly to student engagement and satisfaction in public universities.

Therefore, the findings from this study confirm that the quality of organizational communication is a critical factor influencing student satisfaction and support the growing body of literature emphasizing its importance in educational settings

H2: There is a statistically significant difference in students' perceptions of organizational communication effectiveness between the University of Jeddah and King Abdulaziz University.

To evaluate this hypothesis, an Independent Samples t-Test was conducted comparing the perceptions of organizational communication effectiveness between students from the University of Jeddah (UJ) and King Abdulaziz University (KAU). The analysis included 400 students, evenly distributed between the two universities ($n = 200$ per group), ensuring balanced representation.

The results revealed a statistically significant difference in perceptions between the two groups, $t(398) = -4.377$, $p = 0.000$. Students at King Abdulaziz University reported a higher mean score ($M = 4.05$, $SD = 0.54$) compared to those at the University of Jeddah ($M = 3.78$, $SD = 0.61$), with a mean difference of -0.27 . This indicates that students at KAU perceive the effectiveness of organizational communication more positively than students at UJ.

These findings highlight the critical role of institutional communication systems in shaping students' perceptions. As Alqahtani (2019) emphasized, discrepancies in leadership involvement, communication structure, and internal responsiveness across institutions can lead

to noticeable variations in perceived communication quality. In line with this, Al-Harbi (2020) found that older universities with well-established communication infrastructures tend to provide more transparent and engaging information flows, which enhance student trust and satisfaction.

Furthermore, Tariq and Hussain (2021) noted that institutions that prioritize clarity, timeliness, and responsiveness in their communication strategies foster stronger alignment between administrative efforts and student expectations. KAU's higher ratings may therefore reflect a more mature and student-centered communication culture, benefiting from its long-standing institutional experience and robust digital systems.

In conclusion, the results provide empirical support for H2, reinforcing the notion that institutional differences in communication practices significantly influence student perceptions—a factor that should be considered in strategic planning for improving student engagement and satisfaction.

H3: Student satisfaction significantly differs across various university services (academic advising, registration, digital platforms, and administrative support:

The analysis revealed a statistically significant difference in student satisfaction across various university services, including academic advising, registration, digital platforms, and administrative support. According to the One-Way ANOVA results, the mean satisfaction scores differed notably across service categories:

- Digital platforms recorded the highest mean score ($M = 4.12$, $SD = 0.58$),
- Followed by registration services ($M = 3.75$, $SD = 0.65$),
- Then administrative support ($M = 3.51$, $SD = 0.69$),
- While academic advising received the lowest score ($M = 3.42$, $SD = 0.781$).

The ANOVA test yielded a statistically significant result ($F(26.78) = 14.12$, $p < 0.001$), confirming that student satisfaction varies significantly depending on the type of university service received.

These findings are consistent with prior research. For instance, Mahmoud and Abdelrahman (2019) found that academic advising often lags behind in student satisfaction due to issues related to advisor availability and personalized support, which aligns with the lower mean scores observed in this study for academic advising. In contrast, the high satisfaction scores for digital platforms reflect the findings of Alghamdi (2020), who reported that digital transformation efforts in Saudi universities have significantly improved the student experience by increasing accessibility, responsiveness, and self-service capabilities. Similarly, Kaur and Bhatia (2021) emphasized that modern student portals and digital services enhance satisfaction by offering real-time academic support and streamlined administrative procedures.

Therefore, the current study reinforces the view that not all university services contribute equally to student satisfaction. Targeted improvements are particularly needed in academic advising and administrative support, while continued investment in digital infrastructure should be maintained

H4: Clarity, timeliness, responsiveness, transparency and accessibility of organizational communication significantly predict student satisfaction with university services:

The multiple regression analysis conducted to test Hypothesis 4 revealed that the five dimensions of organizational communication—clarity, timeliness, responsiveness, transparency, and accessibility—significantly predict student satisfaction with university services. The regression model was statistically significant and explained a substantial proportion of variance in student satisfaction ($R^2 = 0.523$), indicating a strong predictive relationship.

Among the five predictors, clarity had the highest standardized beta coefficient ($\beta = 0.298$, $p < 0.001$), suggesting that the clearer and more comprehensible the communication from the university is, the higher the students' satisfaction levels. This result aligns with the findings of Ahmed and Khalid (2021), who reported that clarity in institutional messaging directly enhances students' understanding and confidence in the services provided.

Timeliness ($\beta = 0.229$, $p < 0.001$) and responsiveness ($\beta = 0.188$, $p < 0.001$) also emerged as significant predictors, indicating that delivering information promptly and responding efficiently to student inquiries are essential components of satisfaction. These findings are consistent with Zhao et al. (2020), who emphasized that timely and responsive communication fosters trust and a sense of institutional reliability.

Furthermore, transparency ($\beta = 0.152$, $p < 0.001$) and accessibility ($\beta = 0.130$, $p = 0.002$) demonstrated statistically significant contributions, though with relatively lower effect sizes. These dimensions reflect the importance of students being able to easily access information and perceive communication as open and honest, which resonates with the findings of Alghamdi (2021) and Mahmoud & Abdelrahman (2019), who highlighted the role of transparent and accessible systems in enhancing students' perceived fairness and satisfaction. Taken together, these results support Hypothesis 4 and confirm that targeted improvements in the specific components of organizational communication can meaningfully increase students' satisfaction with university services. This conclusion reinforces the theoretical perspective that effective communication serves as a strategic tool for service quality enhancement in higher education, as emphasized in previous literature (Kaur & Bhatia, 2021).

11. Research Implications:

The findings of this study carry important implications for both theory and practice in the field of higher education management, particularly in the context of Saudi public universities.

First and foremost, the results reinforce the critical role of organizational communication as a multidimensional construct—comprising clarity, timeliness, responsiveness, transparency, and accessibility—in shaping student satisfaction with university services. This supports and extends prior research (e.g., Farooq et al., 2019; Ahmed & Farooq, 2022), which emphasized that effective communication is not only a vehicle for information transmission but also a strategic tool for managing student expectations and perceptions. From a theoretical perspective,

this study contributes to the body of knowledge by empirically validating the impact of specific communication dimensions on student satisfaction in the higher education sector. The use of a multiple regression model to assess the predictive power of communication subdimensions strengthens the methodological rigor of the study and confirms the nuanced relationship between communication practices and student satisfaction, aligning with findings from Kuo (2020) and Khan & Malik (2020).

Practically, the results offer actionable insights for university administrators and policymakers. Enhancing the clarity and timeliness of messages, ensuring consistency across departments, and providing accessible and responsive communication channels can significantly improve students' academic experiences. For instance, the statistically significant impact of clarity and responsiveness found in this study suggests that universities should invest in staff training, digital communication platforms, and feedback mechanisms to foster a more engaging and transparent environment for students. Moreover, the variation in communication effectiveness and satisfaction levels between the two participating universities (University of Jeddah and King Abdulaziz University) underscores the importance of contextual and institutional factors, as previously suggested by Alturki & Khan (2021). This implies that a one-size-fits-all communication strategy may not be optimal, and institutions must tailor their approaches based on student needs and institutional culture.

Finally, this research supports the argument that improving organizational communication is not just about improving service delivery—it is a fundamental aspect of institutional reputation, student retention, and academic success. These findings should prompt university leadership to view communication strategy as a core component of quality assurance and student engagement frameworks in Saudi Arabia and similar educational contexts.

12. Future Researches Direction:

While this study provides valuable insights into the relationship between organizational communication and student satisfaction in Saudi public universities, several avenues remain open for future exploration:

12.1 Expanding the Sample Scope:

Future studies should consider expanding the sample to include a wider range of public and private universities across different regions of Saudi Arabia. This would enhance the generalizability of the findings and allow researchers to explore regional or institutional variations in communication practices and their effects on student satisfaction.

12.2 Longitudinal Research Designs:

This study employed a cross-sectional design, capturing perceptions at a single point in time. Future research could adopt longitudinal methods to assess how changes or improvements in organizational communication strategies influence student satisfaction over time. Such an approach would offer stronger causal inferences.

12.3 Qualitative and Mixed Methods Approaches:

While this research relied on quantitative survey data, future researchers could utilize qualitative interviews, focus groups, or case studies to gain deeper insights into students' lived experiences with university communication. Alternatively, a mixed-methods approach could combine quantitative breadth with qualitative depth, enriching understanding.

12.4 Exploring Mediating or Moderating Variables:

Future research could investigate whether other factors—such as student engagement, trust, or academic motivation—mediate or moderate the relationship between organizational communication and satisfaction. This would help uncover mechanisms and pathways through which communication exerts its influence.

12.5 Comparative International Studies:

Cross-cultural studies comparing student perceptions of organizational communication in Saudi Arabia and other countries could reveal cultural, technological, or policy-related differences in communication effectiveness. Such comparisons would contribute to global higher education research and best practices.

12.6 Technology and Digital Communication

Given the increasing reliance on digital platforms (e.g., LMS, portals, AI chatbots) in university communication, future studies should explore how technological innovations impact the clarity, responsiveness, and accessibility of communication—and how this, in turn, affects student satisfaction.

12.7 Faculty and Staff Perspectives:

While this study focused on student perceptions, future research might consider examining the perspectives of faculty and administrative staff regarding institutional communication practices. Comparing both sides could lead to more balanced and comprehensive reforms.

12.8 Communication Crisis Management:

Future research could investigate how universities communicate with students during crises (e.g., pandemics, system outages, emergencies) and the impact of crisis communication quality on student satisfaction, loyalty, and trust.

13. Conclusion:

This study aimed to investigate the relationship between organizational communication practices and student satisfaction with university services in Saudi public universities, specifically focusing on students at the University of Jeddah and King Abdulaziz University. Through the analysis of responses from 400 students (200 from each university), the study provided empirical evidence supporting the importance of effective communication in shaping student satisfaction.

The findings revealed a significant positive relationship between the overall quality of organizational communication and student satisfaction. Clear, timely, transparent, and responsive communication was shown to be a strong predictor of satisfaction levels. This is consistent with prior research, such as that by Alzahrani and Alharbi (2020) and Khan et al. (2021), who found that communication clarity and feedback responsiveness positively influence how students perceive university services.

Moreover, the results showed that students at the two universities differed significantly in their perceptions of communication effectiveness, emphasizing the importance of context and institutional practices. These differences highlight the need for university-specific communication strategies, aligning with the findings of Nguyen and Tran (2019), who emphasized the role of institutional context in shaping communication impact.

In addition, the study confirmed that student satisfaction significantly varies across different university services, with digital platforms and academic advising receiving the most favorable evaluations. This supports the work of Alshehri et al. (2021), who found that satisfaction is highly service-dependent, especially in administrative and registration services.

Finally, the regression analysis demonstrated that specific dimensions of communication—such as clarity, responsiveness, transparency, and accessibility—are strong predictors of student satisfaction. These results provide a clear direction for university administrators seeking to enhance service quality through strategic communication improvements.

In conclusion, the study contributes valuable insights into how communication practices can shape student satisfaction within the Saudi higher education context, offering both theoretical contributions and practical recommendations for policy and development

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