رانکۆی پۆلیته‌کنیکی هه‌ولێر
ERBIL POLYTECHNIC UNIVERSITY

The Impact of English Language Skills on the Employee Performance

An Analytical Study of Sample Opinions of Employees of the Directorate of Relations / Public Universities/ Kurdistan Regional Government of Iraq

A Thesis

Submitted to the Erbil Polytechnic University as a Partial Fulfillment of the Requirements for the Degree of Master in Business Administration

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A VERSE FROM THE HOLY QURAN

بسم الله الرحمن الرحيم

﴿ وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ ۚ إِنَّ فِي ذَٰلِكَ لَآيَاتٍ لِّلْعَالِمِينَ﴾

صدق الله العظيم

"[Surah Ar-Rum: Verse 22]"

DECLARATION:

I declare that the Master Thesis entitled (**The Impact of English Language Skills on the Employee Performance**) is my own original work, and hereby I certify that unless stated, all work contained within this thesis is my own independent research and has not been submitted for the award of any other degree at any institution except where due acknowledgment is made in the text.

Signature:

Student Name: Maqsood Saadi Mohammad

Date:

LANGUAGE SPECIALIST STATEMENT:

I hereby attest that the document entitled (The Impact of English Language Skills on the Employee Performance) has been reviewed from a linguistic standpoint, and corrections have been made to any linguistic and expressive errors found within it. Consequently, the document is now qualified for discussion, considering the importance of stylistic integrity and expression accuracy. In acknowledgment of this, I have signed below.

Sign:

Language Specialist: Prof. Dr. Azad Hamad Sharif

Date:

SUPERVISOR CERTIFICATE:

This thesis has been written under our supervision and has been submitted for the award of the degree of Master in Business Administration with our approval as supervisors.

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I confirm that all the requirements have been fulfilled.

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THE DEDICATION:

This thesis is passionately dedicated to:

- my deceased father, Mr. Saadi Mohammad Amin, who instilled in me the belief that it is never too late to follow your ambitions.
- the unwavering love, encouragement, and support of my mother.
- brothers, sister, and friends who shared their words of advice and encouragement to complete this study.
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ABSTRACT

This study aims to find the relationship and impact of English language skills on employee performance. The English language skills, represented by its dimensions (listening, speaking, reading, and writing skills), are stated as the independent variable, while employee performance is the dependent variable.

To address the study problem, three main hypotheses are proposed for testing. The research is divided into two parts. The first part involves discussing the theoretical aspects related to the study variables. The second part represents the field aspect of the study, where the causal relationship between the study variables in the Directorate of Relations of the studied universities is examined. The sample consists of 14 Directorates of Relations/ public universities, where the questionnaire form was distributed randomly using Google Form, with a total of (102) forms distributed and (95) valid forms collected for analysis. After entering the collected data from the sample respondents' questionnaire answers into the statistical analysis program (SPSS v.26), a set of findings was obtained. The most significant finding is the presence of a strong significant correlation between the variables and their dimensions at both the overall and partial levels. The correlation coefficients are high, confirming a strong association between the variables. The results also confirm a significant impact of English language skills at the general level, indicating the researched universities' interest in practicing the dimensions of English language skills (listening, speaking, reading, and writing) for better employee performance.

Based on the results, the researcher presents a set of suggestions, the most important of which is the necessity for universities to prioritize their employees by providing them with training courses to enhance their language skills, especially in English, to strengthen relationships with other

international universities and establish a culture of English language skills within the Directorate of Relations of the participated universities. This should be embraced by employees and reflected in their behavior and knowledge to improve their performance efficiency.

The study concludes with a set of future research suggestions to assist researchers in conducting research and studies related to the current study variables.

Keywords: English language skills, Employee performance, Directorate of Relations, Public Universities.

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CHAPTER ONE

Introduction

Introduction

Unraveling the impact of English Language Skills on employee performance: A study of the Directorate of Relations/ Public Universities in the Kurdistan Regional Government of Iraq. this thesis explores how employee performance at the Directorate of Relations of Public Universities in Kurdistan, Iraq, is impacted by English language proficiency. Effective English communication is essential for firms in the modern, globally connected corporate world, especially in professions like public affairs and international relations. An excellent setting for researching the link between English language proficiency and worker performance is the Directorate of Relations, which oversees overseeing public relations and external relations. The aim of the study is to examine employees' perspectives inside the Directorate of Relations to determine how their performance is influenced by their English language abilities. This study seeks to ascertain the degree of the impact and particular areas influenced by English proficiency by exploring experiences, views, and obstacles associated to it.

The study is divided into five chapters so that the reader would have a thorough understanding of the topic. The first chapter addresses introduction, and the general framework of the study. The second chapter covered previous studies, the concept of English language skills and Employee Performance, and the theoretical relation between the two variables. As for the third chapter, it is specified for the methodology. While the fourth chapter is dedicated to the practical aspect including description of the study sample, description of the study variables and hypothesis testing of the study. The study concludes with the fifths chapter, in which the researcher presents the

most important conclusions and recommendations along with providing recommendations related to future proposed studies and limitations of the study.

1.1 The General Framework of the Study

The topic of this discussion is a summary of the overall design of our study. The research problem, its objectives and significance, develop a plan and hypotheses, and detail the techniques utilized for data collecting and analysis are outlined in the following fields:

1.1.1 The Research Purpose

The purpose of this study is to investigate the impact of English language skills on the employee performance in organizations. The study aims to explore how an employee's level of English language proficiency affects their ability to perform their job responsibilities effectively and efficiently. The research will also examine the factors that contribute to the development of English language skills among employees and how organizations can support the language learning needs of their workforce to improve their overall performance. The goal of this research is to provide insights and recommendations for organizations to enhance their language training programs and support their employees' language learning needs to increase their productivity and job performance.

1.1.2 The Research Objective

The objective of this research is to leverage existing knowledge to assess English language skills within the Directorate of Relations at public universities in the Kurdistan Region of Iraq, and it is highlighted as follow:

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- ✓ Taking benefit from the accumulated knowledge to appreciate the English language skills in the Directorate of Relations of the public universities in the Kurdistan Region of Iraq.
- ✓ Work to assist the Directorate of Relations through submitting a theoretical frame by which the English language skill concept is explained based on contemporary concepts for contributing to enhancing the employee performance.
- ✓ Identify the significance of the correlation between the independent variable and the dependent variable.
- ✓ Identify the significance of the influence relationship between the independent variable and the dependent variable.
- ✓ Presenting recommendations and suggestions contributing to improving the English language skill and improving the employee performance in the Directorate of Relations of the Public Universities in Kurdistan Region of Iraq.

1.1.3 The Research Problem

The researcher felt a pressing need to assess the impact of English language skills on the employee performance in the Directorate of Relations of public universities in the Kurdistan Regional Government of Iraq. The research problem was formulated through the following questions:

1.1.4 The Research Question

The research question is centered on analyzing how English language proficiency impacts the employee performance working in the Directorate of Relations of Public Universities in the Kurdistan Regional Government of Iraq. What degree an employee's level of English proficiency affects their

ability to perform their job duties proficiently and productively. Furthermore, the research seeks to investigate the various factors that contribute to the improvement of English language skills among employees and how organizations can facilitate language learning to enhance their employee performance holistically.

- ✓ What is the level of the English language skills of the employees?
- ✓ What is the level of employee performance in the study sample?
- ✓ What is the extent of the availability of significant positive relationship between the English language proficiency and the level of employee performance in the Directorate of Relations?
- ✓ What is the role of English language skills in enhancing employee performance of Directorate of Relations of Public Universities from the employees' point of view?

1.1.5 The Research Significance

The importance of this study centered in its potential to offer valuable insights to organizations regarding the significance of English language proficiency in enhancing the job performance of their employees. As globalization and the demand for English language skills in the workplace continue to rise, it has become increasingly crucial for organizations to support their employees' language learning needs to enhance their overall productivity and performance. This research can assist organizations in identifying the factors that contribute to the development of English language skills among employees and how they can offer effective language training programs to support their workforce. Moreover, this research can demonstrate the advantages of language learning for employees, including improved communication, job satisfaction, and employability. Ultimately, the outcomes

of this research can facilitate the creation of more effective language training policies and programs that can benefit both employees and organizations.

1.1.6 The Research Model

A theoretical framework was constructed for the study based on the research problem, objectives, and the anticipated relationship between the variables. Figure (1) depicts a visual representation of this framework:

Independent Variable

English Language Skill

Dependent Variable

Employee Performance

Listening skill

Speaking skill

Reading skill

Writing skill

Employees performance

Correlation

Effect
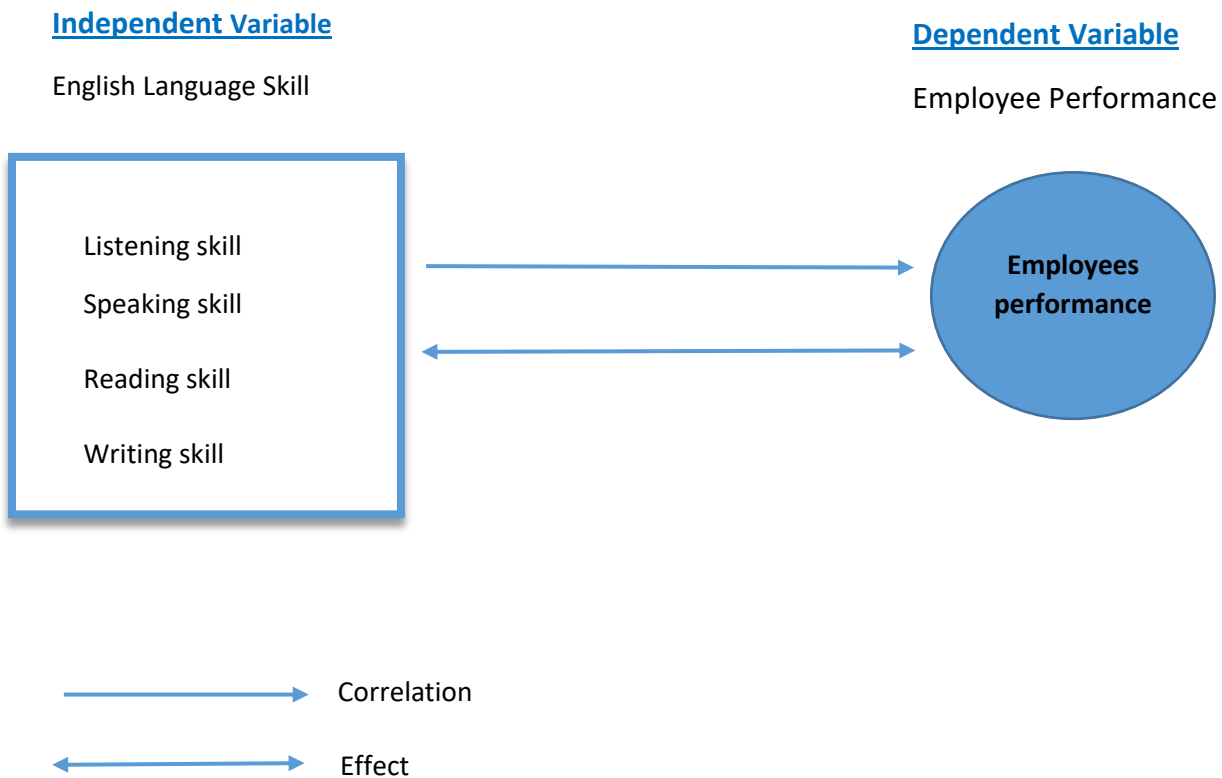
Figure (1) the research model

1.1.7 The Research Hypothesis

The researcher formulated three main hypotheses to accomplish the study's objectives, which are presented as follows:

The First Main Hypothesis:

There exists a significant correlation between English language skills and employee performance.

Sub- Hypotheses:

- A significant correlation exists between listening skills and employee performance.

- A significant correlation exists between speaking skills and employee performance.

- A significant correlation exists between reading skills and employee performance.

- A significant correlation exists between writing skills and employee performance.

The Second Main Hypothesis:

English language skills significantly influence employee performance.

Sub- Hypothesis:

- Listening skills have a significant impact on employee performance.

- Speaking skills have a significant impact on employee performance.

- Reading skills have a significant impact on employee performance.

- Writing skills have a significant impact on employee performance.

The Third Main Hypothesis:

Significant differences exist among individuals in the Directorate of Relations, regarding the research variables, based on their personal characteristics such as gender, age, education level, academic title, and years of service.

CHAPTER TWO

THEORETICAL FRAMEWORK OF THE RESEARCH

2.1 Previous Studies

This chapter will examine a number of previous studies that are relevant to the current study, as they form the fundamental building blocks for new research perspectives, as it is stated below:

2.1.1 Previous Studies Related to the English Language Skills

Table (1) illustrates the previous studies related to the English Language Skills

1. Researcher and year of publishing	Pingyoad, 2005
Title	"Business English Communication Skills Needed by Business Graduates as Perceived by Business"
Study type	Master thesis
Implementation place	Two different business sectors in the metropolitan area
Methodology	(Qualitative and quantitative methodology)
Objective	Explore the business English communication skills that business professionals feel graduates

	should possess, decide which communication abilities should be given priority, and determine whether various business professionals have different views on the significance of various business English communication skills.
Sample	100 business professionals
Result and recommendation	Reading is shown to be crucial than listening, speaking, and writing for all business English communication tasks. Four activities are categorized using each English language skill, and notable variances are discovered. Each of these four business English communication duties is impacted by one or both business qualities. Therefore, by creating business English curricula or training that suits the demands of the workplace, this study may assist organizations, ESP course producers, and academic institutions.
2. Researcher and year of publishing	Hart-Rawung and Li, 2008
Title	"Globalization and Business Communication: English Communication Skills for Thai Automotive Engineers"
Study type	Published paper
Implementation place	An automotive manufacturer in Thailand and the foreign professionals who co-work with this transnational organization
Methodology	Interdisciplinary approach which integrates

	Global English and Business Communication research frameworks.
Objective	In this document, the importance of English language in international business communication is explained, with a focus on how Thai automotive engineers communicate in English to represent this position.
Sample	50 company executive and engineering in different plants
Result and recommendation	The study's findings suggest that being able to communicate well in English is not just a prerequisite for engineers internationally but also a way to have an advantage while competing in global trade. When it comes to oral English communication, it was observed that Thai engineers had the most trouble juggling their professional development with their daily work requirements. The results of this study also show that the engineering sector in Thailand has adopted English language learning approaches that have produced more questions than answers regarding how to deal with this worldwide challenge.
3. Researcher and year of publishing	Arkoudis, Hawthorne, Baik , Hawthorne , O'Loughlin , Leach , Bexley , 2009
Title	"The Impact of English Language Proficiency and Workplace Readiness on the Employment Outcomes of Tertiary International Students"

Study type	Published paper
Implementation place	Australia
Methodology	A mixed method approach and quantitative analyses
Objective	This study examines the relationship between English language proficiency (ELP) and graduates' and students' preparation to enter the Australian workforce as well as employment outcomes.
Sample	147 interviewees (students)
Result and recommendation	The findings show that graduates from international students have worse job outcomes than graduates from domestic students and have more trouble finding full-time jobs after graduation. The results of this study show that English language proficiency (ELP) is not the only or main issue, even though it is a significant factor in determining job outcomes, especially for individuals with lower ELP levels. Employers place a higher priority on finding graduates with good profession-specific skills than on their total "well-roundedness," which encompasses personal traits, a variety of experiences and talents, and cultural adequacy. Increased foreign students' knowledge of the relevance of experiences and abilities outside of their studies, as well as policies and practices that promote an integrated approach to

	enhancing ELP and industry preparation in educational institutions, could solve
4. Researcher and year of publishing	Thitthongkam, Walsh and Bunchapattanasakda, 2010
Title	"The Roles of Foreign Language in Business Administration"
Study type	Published paper
Implementation place	Bangkok, the capital city of Thailand
Methodology	Qualitative interview
Objective	This article looks at how foreign languages are utilized in corporate management, looks at managers' perspectives, and looks into the communication problems brought on by the usage of foreign languages. The aim is to research student opinions in Thailand regarding the role of foreign languages in business administration and to find solutions to improve employees' foreign language proficiency. In-depth, face-to-face qualitative interviews were used in the study.
Sample	with a convenience sample of 53 managers.
Result and recommendation	The results show how important foreign languages are to import and export businesses. Foreign language proficiency is crucial for managers' businesses, particularly when interacting with clients, suppliers, and other businesses. Some firms may experience communication issues because of client

	disparities and a lack of fluency in a foreign language on both the sender's and receiver's sides. The panelists recommend that businesses hire qualified language instructors to help workers enhance their vocabulary and communication abilities in foreign languages.
5. Researcher and year of publishing	Roshid, 2013
Title	"English Language Proficiency and Employment: A Case Study of Bangladeshi Graduates in Australian Employment Market"
Study type	Published paper
Implementation place	Australia
Methodology	Interpretive approach
Objective	The study explores the relationship between graduates from Bangladesh who studied in Australia and their success in finding jobs. Additionally, it emphasizes how important English language skills are for university graduates from Southeast Asian nations who do not speak the language to succeed in the Australian employment market.
Sample	3interviews+ 4 questionnaires
Result and recommendation	The study's findings can help educators, teacher trainers, employers, and career counselors create English language learning programs that improve job prospects through competency in the language.

6. Researcher and year of publishing	Ojanpera, 2014
Title	"Effects of Using English in Business Communication in Japanese-based Multinational Corporations"
Study type	Master thesis
Implementation place	Japan
Methodology	Qualitative
Objective	The purpose of this study is to investigate the effects of adopting English in multinational companies with offices in Japan. The study uses a qualitative approach, and its two-part empirical element entails conducting three interviews and giving out a questionnaire. Four multinational firms with headquarters in Japan are the sources of the study's participants.
Sample	17 participants in 3 Japanese multinational companies
Result and recommendation	To start, having fluency in English can help you perform better at work and develop in your career in multinational companies with a Japanese base. English-speaking workers have more prospects for advancement and international assignments, as well as more career options open to them. However, using English can also result in sluggish communication, misunderstandings, dissatisfaction, and hurdles for workers with

	little language proficiency. Second, it was discovered that the company's strategy is vital in supporting efficient English-language business communication. The business can implement suitable language policies, foster a welcoming environment, and offer opportunity for its staff to use and improve their English language abilities.
7. Researcher and year of publishing	A. Clement and T. Murugavel, 2018
Title	"English for the Workplace: The Importance of English Language Skills for Effective Performance"
Study type	Published paper
Implementation place	Different companies in India
Methodology	Quantitative and qualitative
Objective	It is difficult for anyone with poor English skills to find occupation.
Sample	39 corporate employees
Result and recommendation	The staff members are aware that being able to communicate effectively in English is necessary for both getting hired and doing their jobs well. To communicate with people through a variety of channels, they must be literate. The necessity for a language training course to be conducted, preferably online, has therefore been voiced by the staff.
8. Researcher and year of	Hee, Qin, Kowang, Husin, Ping, 2019

publishing	
Title	"Exploring the Impact of Communication on Employee Performance"
Study type	Published article
Implementation place	Property developed company, Malaysia
Methodology	Qualitative
Objective	The goal of this study is to examine how different types of communication, such as horizontal, downward, and upward communication, affect how well individuals perform at work in a Malaysian real estate development company.
Sample	120 employees
Result and recommendation	According to the study, both downward communication (DC) and horizontal communication (HC) have a good effect on employee performance. The results illustrate the importance of staff communication in raising performance and offer useful information to real estate development enterprises. Managers might put a higher priority on developing soft skills like effective expression and communication in order to promote communication among staff members. Additionally, setting up interdepartmental meetings could promote improved communication between managers and staff. A training and development strategy could make

	it easier for employees to communicate effectively across the firm.
9. Researcher and year of publishing	Khasawneh, 2022
Title	"Language Skills and Their Relationship to Learning Difficulties in English Language from the Teachers' Point of View"
Study type	Published research
Implementation place	Irbid Governorate
Methodology	Descriptive-analytic approach
Objective	To emphasize the connection between language acquisition skills and English language learning challenges among elementary school pupils in Irbid Governorate from the teachers' perspective.
Sample	100 female and male students
Result and recommendation	According to the teachers, there is a strong link between language acquisition and student participation struggles with learning English at the basic level. The study emphasizes how crucial it is to acknowledge the value of developing language skills for students with learning impairments (LDs) and recommends that teachers should be well-versed in these abilities and their effects.
10. Researcher and year of publishing	Anwar, and Sailuddin, 2022
Title	"Academic Reading Difficulties in Higher

	Education"
Study type	Published study
Implementation place	Indonesian University students
Methodology	It uses mixed method by collecting quantitative data from close-ended questionnaires and qualitative data from one open-ended question
Objective	This study, which focuses on university students in Indonesia, tries to pinpoint academic reading challenges in higher education.
Sample	60 students
Result and recommendation	Reading for academic purposes, reading carefully to comprehend, and deciphering words that are difficult to understand are easy, least difficult, and most difficult, respectively.
11.Researcher and year of publishing	Yulianawati, Saleh , Mujiyanto and Sutopo, 2022
Title	"The Effectiveness of Writing Techniques in Improving Students' Writing Ability with Different Self-Esteem"
Study type	Study
Implementation place	A private university in West Java, Indonesia
Methodology	A quasi-experimental design
Objective	The goal of this study is to determine whether the writing strategies of dialogue journal writing (DJW) and the reflective learning portfolio (RLP) could help undergraduate students with varying levels of self-esteem

	improve their writing skills.
Sample	62 undergraduate students
Result and recommendation	The results show that the writing ability in the DJW class is significantly better. The RLP technique may have been more successful than the DJW strategy at improving students' writing skills because it uses explicit teaching, peer feedback, and teacher feedback.
12.Researcher and year of publishing	Mahdi1, 2022
Title	"Improving Speaking and Presentation Skills through Interactive Multimedia Environment for Non-Native Speakers of English"
Study type	Published research
Implementation place	King Khalid University, Saudi Arabia
Methodology	A mixed-method study
Objective	To examine the relationship that exists between students' speaking ability and their use of multimedia devices during the classroom learning process.
Sample	46 undergraduate students
Result and recommendation	The multimedia learning environment has a positive effect on the students' ability to talk and present.

2.1.2 Previous Studies Related to the Employee Performance

Table (2) illustrates the previous studies related to the Employee Performance

1. Researcher and year	Hameed and Waheed, 2011
Title	"Employee Development and Its Effect on Employee Performance Conceptual Framework"
Study type	Published paper
Implementation place	300 hotel managers in Punjab, India
Methodology	Theoretical framework and models
Objective	This essay's major objective is to analyze, through an examination of several theoretical frameworks and models, the relationship between employee development and performance. The study reveals important factors linked to employee growth and success.
Sample	-
Methodology	Literature review
Result and recommendation	The study of prior literature investigates how staff growth affects worker productivity, which in turn has an impact on the efficiency of the company.
2. Researcher and year	Farooq, and Khan 2011
Title	"Impact of Training and Feedback on Employee Performance"

Study type	Research paper
Implementation place	Number of the universities at the federal level
Methodology	empirical study
Objective	This study aims to describe the effects of training and feedback on improving employee performance.
Sample	150 teachers
Methodology	Questionnaire
Result and recommendation	It suggests putting into place more effective training programs and strategies to improve the findings of this research.
3. Researcher and year	Manzoor, Ullah, Hussain and Ahmad, 2011
Title	"Effect of Teamwork on Employee Performance"
Study type	Research study
Implementation place	The data was collected from Directorate of Higher Education (DHE), Khyber Pakhtonkhwa (KPK) Peshawar, including four Government Degree Colleges (GDC) of boys and girls located in Peshawar and Kohat area, Pakistan
Methodology	Quantitative
Objective	In Khyber Pakhtoon Khawa (KPK), a province of Pakistan's Peshawar, the Higher Education Department workers were studied to determine the effect of teamwork on employee performance. A variety of employee performance factors were evaluated, including team trust, esprit de corps, and rewards and recognition.
Sample	242 employees
Result and recommendation	Establishing teamwork exercises to improve employee performance

4. Researcher and year	Muda, Rafiki, Harahap, 2014
Title	"Factors Influencing Employees Performance: A Study on the Islamic Banks in Indonesia"
Study type	Published article
Implementation place	Two Islamic banks namely, PT. Bank Muamalat Indonesia, Tbk. and PT. Bank Mandiri Syariah, Tbk
Methodology	Quantitative
Objective	Explore the factors that influence employee performance in Islamic banks.
Sample	47 bank employees
Result and recommendation	The study found that while other factors account for 31.7% of employee performance, job stress, motivation, and communication factors account for 59.3% of it. The (F) test revealed that employee performance is significantly influenced by job stress, motivation, and communication factors. The (T) test results revealed that while communication had a partial impact on employee performance, job stress and motivation variables did not.
5. Researcher and year	Siddiqui, 2014
Title	"Success of an Organization is a Result Of 'Employees' Performance"
Study type	Published article
Implementation place	Saudi Arabia
Methodology	Quantitative
Objective	The effectiveness of the workforce contributes to the

	business' success.
Sample	100 employees
Result and recommendation	Human resource management oversees not just finding and retaining personnel, but also grooming them for maximum performance.
6. Researcher and year	Khan, Abbasi, Waseem, Ayaz and Ijaz, 2016
Title	"Impact of Training and Development of Employees on Employee Performance through Job Satisfaction: A Study of Telecom Sector of Pakistan"
Study type	Published article
Implementation place	Telecom companies in Abbottabad, Haripur and Mansehra, Pakistan
Methodology	Convenience sampling technique
Objective	It looks into how training and development affect employee performance via work satisfaction.
Sample	115 managers and customer service representatives
Result and recommendation	The study's findings show that work satisfaction and training and development have a positive impact on employee performance. Employees who are given training and development tend to have higher job satisfaction levels, which in turn promote accountability and ideal job performance.
7. Researcher and year	Mubarok and Darmawan, 2019
Title	"The Influence of Training, Motivation, and Work Ethics on the Internal Communication and Their Impact on the Employee Performance"
Study type	Published Study
Implementation	The Ministry of Defense, Indonesia

place	
Methodology	descriptive and quantitative explanative, using multivariate analysis methods
Objective	to determine how internal communication is affected by training, inspiration, and work ethics and how that affects employee performance.
Sample	323 employees
Result and recommendation	According to the study's findings, training had a noticeable effect on communication but not on performance. Employee performance and internal communication both benefited greatly from motivation. Communication was significantly impacted by work ethics, but not performance. On the other side, performance was significantly impacted by internal communication. Performance was also significantly influenced by concurrent training, motivation, work ethic, and internal communication. Additionally, training, motivation, and work ethic all worked together to significantly affect performance.
8. Researcher and year	Aliyyah, Prasetyo, Rusdiyanto, Endarti, Mardiana, Winarko, Chamariyah, Mulyani, a Grahani, Rochman, Kalbuana, Hidayat and Tjaraka, 2021
Title	"What Affects Employee Performance Through Work Motivation"
Study type	Published article
Implementation place	55 employees at state-owned public bodies, in this study using sampling 55 employees in the Indonesia stock exchange
Methodology	Explanatory research with a quantitative approach.

Objective	This study uses the work motivation of staff members of state-owned public institutions to assess and forecast the impact of competence and workload on employee performance.
Sample	55 employees
Result and recommendation	Employee performance in state-owned public institutions is favorably impacted by competence but negatively impacted by workload. Employee motivation at work affects performance as well, with competency having a positive effect on workload and motivation having a negative effect. Additionally, employee performance is positively impacted by competence through work motivation and negatively impacted by workload through work motivation. The uniqueness of this study stems in its emphasis on state-owned public institutions, as opposed to other studies that had a concentration on manufacturing firms listed on the Indonesia Stock Exchange.

2.1.3 Discussing Previous Studies and Areas of Taking Benefit from them

The researcher is able to give remarkable knowledge that may be summed up as follows based on dealing with a number of prior pertinent studies:

2.1.3.1 Remarks on the Previous Studies

1. There is a logical alignment between the earlier research and this study, indicating that the effort is on the right track and that the test is accurate.
2. The majority of earlier research used questionnaires and interviews as a means for gathering data required to meet each study's goals.
3. The subjects of the studies ranged from the academic to the practical.
4. According to the researcher's limited knowledge, earlier studies were carried out in organizational settings distinct from the environment of the Kurdistan Region. Consequently, the current study is regarded as a pioneer in this sector.

2.1.3.2 Areas of Benefit from Previous Studies

1. Identifying some sources, which contributed to renewing the basic trends and intellectual premises in building the theoretical framework for the study, as well as designing the study methodology.
2. Contributed to how to select the field of study and its population.
3. Determining the means and statistical methods for analyzing the study data, selecting its hypotheses, and disseminating its results.
4. The previous study formed a motive to discover unexplored relationships between the items of each variable, which prompted the researcher to study the items of each variable in the current study individually.
5. The study contributes to maturing the researcher's opinion of the importance of this study, through the intellectual schemes included in those studies, as well as the scientific results achieved.

2.1.3.3 Similarities Between the Previous Studies and the Current Study

1. This study participated with most previous studies in the use of the quantitative method.
2. The current study is similar to previous studies in its general framework, because it includes the theoretical side based on conceptual framing and the organizational side based on the attempt to answer the questions raised.
3. This study is like most previous studies in using questionnaire as an instrument of collecting data.

2.1.3.4 The Most Important Features that Set this Study Apart from Earlier Research

3   As far as the researcher concern, this research is the first one in the Kurdistan Regional Government of Iraq that correlates between the English Language Skill and Employee Performance for measurement and analyses.

4   Adding knowledge in conceptual frame that brings two valuable subjects having effects on the development and sustainability of the organizations and improve their performances.

5   The significance of this research extends to cover practical dimensions added to academic dimensions through presenting statistical and practical dimensions for most of the research variables.

6   No previous research has investigated at the impact of each of the English language skills on employee performance, making the current study unique in that it does so.

7   According to the researcher's limited knowledge, the previous studies address the relationship between the variables in the current study within the theoretical or field framework, but it did not comprehensively examine it to reveal the nature of that relationship.

8   The current study is characterized by focusing on the Directorate of Relations of Public Universities in the Kurdistan Region of Iraq.

9   The results of this study contrast with the results of previous studies in terms of the nature or strength of the effect. The results of investigating the research hypotheses and testing the model are different from the results of previous researches.

2.2 The Concept of English Language Skills and Employee Performance

2.2.1 The Concept of English Language Skills and its Importance

2.2.1.1   Understanding English Language Skills

Millions of people worldwide speak the English language, a variety of West Germanic that emerged in England. It is widely used in many different fields, including commerce, education, and entertainment, and it is the third most widely spoken language in the world. (Oxford English Dictionary, 2021, p. 1).

While Merriam-Webster asserts that English is "a global lingua franca that is used for communication in a wide range of contexts, including business, education, and entertainment" (Merriam-Webster, 2021, p. 139).

Several nations, including the United States, the United Kingdom, Canada, Australia, and New Zealand, use English as their primary language. It is also widely used as a second language in many other

nations, according to the Oxford English Dictionary (Oxford English Dictionary, 2021, p. 1).

According to Cambridge English Dictionary, which was published in 2021, the English language is intricate and constantly changing, influenced by a wide range of civilizations and tongues. (Cambridge English Dictionary, 2021, p. 1.)

Longman's definition of the English language (Longman Dictionary of English Language and Culture, 2021, p. 1), it is a lovely and expressive language that can be used to convey a wide range of ideas and feelings.

The language of the people of the United States, numerous areas that are currently or were once under British Control (Merriam-Webster, 2021, p. 139), on the other hand, English is also defined as it is a hugely adaptable language with a sophisticated grammatical structure and a long history. Due to its widespread use, learning it is essential for effective job advancement and communication in the connected world of today.

The English language as a difficult but rewarding language to learn that can lead to a wide range of opportunities. (Collins English Dictionary, 2021, p. 1).

According to above illustration, the researcher can describe English Language as follow:

In many different industries, including commerce, education, entertainment, and others, English is a widely utilized international language. It is a sophisticated language with a vast range of expressive possibilities for expressing thoughts and feelings. You may be able to find a better job, travel to new locations, interact with different people,

and gain a better understanding of your surroundings by learning English.

2.2.1.2 Skills of English Language

Listening Skill

Listening skill, a fundamental component of effective communication, has been defined and conceptualized in various ways by scholars and experts in the field as follow:

Receiving, understanding, interpreting, and responding to spoken language are all parts of the listening process. (Gallagher, 2021, p. 12); a useful skill for learning about various cultures and viewpoints is listening. (Byrnes, 2021, p. 20); it takes a variety of cognitive abilities, such as attention, memory, and inference, to effectively listen. (Hinkel & Fotos, 2022, p. 14); the ability to listen is crucial for communicating in English. (Young & Cho, 2022, p. 18); critical thinking abilities can be developed through the practice of listening. (Willis & Willis, 2023, p. 20); and the ability to listen is crucial for communicating in English. (Renandya & Widodo, 2023, p. 16).

And the researcher believes that the listening ability is the capacity to comprehend spoken English. It requires response, memory, inference, and attention. Communication depends on listening, which is a skill that may be developed with repetition and practice.

Speaking Skill

The concept of English-speaking competence encompasses a multifaceted skill set, encompassing not only effective oral and written communication but also the ability to adapt language to diverse

contexts, think critically, and achieve success in various life domains, underscoring its pivotal role in today's interconnected world.

According to the Gallagher (2021, p. 12), the capacity to communicate clearly in English, both orally and in writing, is known as English speaking skill. While based on Byrnes (2021, p.20), the ability to explain oneself in English in a range of situations effectively, fluently, and appropriately is known as English speaking ability.

The ability to write grammatically accurate and idiomatic English, as well as to communicate effectively with both native and non-native English speakers. (Hinkel & Fotos, 2022, p. 14), it is also defined as the ability to use English to accomplish one's goals in a number of contexts, including the workplace, the classroom, and the community, is defined by Young & Cho as having a "English speaking skill. (Young & Cho, 2022, p. 18).

On the other hand, it is even described deeper as it is the ability to use English to think critically, solve issues, and generate new information is known as English speaking ability. (Willis & Willis, 2023, p. 20).

The researcher emphasizes the English-speaking competence as the capacity to use English to successfully communicate in a variety of contexts based on what has been mentioned. It comprises the capacity to comprehend spoken language, express oneself clearly and fluently, and speak English that is grammatically and idiomatically sound. Success in a variety of spheres of life, including social contact, job, and education, depends on one's ability to communicate in English.

Reading Skill

English reading skill, as delineated by various scholars, encompasses the multi-layered ability to not only decode written language and hold its meanings but also to respond to textual content in diverse ways. This skill plays a crucial role in achieving one's objectives across various contexts, including education, work, and social interactions, while also fostering critical thinking and problem-solving abilities, emphasizing its significance in language development and lifelong learning.

The ability to comprehend written English is an English reading skill. (Gallagher, 2021, p. 12) While Byrnes (2021, P. 20) defined it as the capacity to understand the meaning of written English and to respond to it in a number of ways.

Additionally, Hinkel & Fotos (2022, p. 14), define English reading proficiency as the capacity to employ reading techniques to deduce meaning from written text.

While Young& Cho (2022, p. 18), and Willis& Wills even dived deeper and stated that reading is the capacity to further one's objectives in a range of contexts, including the workplace, the classroom, and the community.

The ability to use reading for critical thinking, problem-solving, and the creation of new knowledge is known as English reading skill. (Willis & Willis, 2023, p. 20).

The ability to comprehend written material is how the researcher defines the English reading skill considering the definitions. It entails translating written symbols into sounds, understanding the literal and figurative meaning of the text, and giving different responses to the

text. Reading in English is a difficult talent that can be developed with practice.

Writing Skill:

English writing skill, as articulated by various scholars, encompasses the capacity to express ideas clearly and concisely through written communication, using proper syntax, punctuation, and spelling, while also adapting writing to various purposes and genres. Moreover, it extends to the realm of creative expression, stimulating emotions, imagination, and cognition using language. In essence, it entails employing grammar, punctuation, spelling, organization, vocabulary, and style effectively to convey thoughts to others. This comprehensive view of writing skill underscores its significance in effective communication and its complex interplay with other language abilities, influenced by diverse linguistic and nonlinguistic factors. Consequently, it is crucial to consider multiple perspectives and theories when defining and understanding English Language Skills.

According to Gallagher (2021, p. 12), the capacity to communicate clearly through writing in English is known as writing skill. While Byrnes defined it as the capacity to organize one's thoughts clearly and concisely and to utilize syntax, punctuation, and spelling appropriately (Byrnes, 2021, p. 20).

Based on Hinkel & Fotos (2022, p. 14), the capacity to write in English for a variety of objectives, such as to inform, convince, or entertain, is known as English writing skill.

The ability to write in a number of genres, such as essays, reports, and letters, is known as English writing skill. (Young & Cho, 2022, p. 18).

A creative writing ability in English is the capacity to use language to arouse feeling, imagination, and cognition. (Willis & Willis, 2023, p. 20)

The ability to write properly and effectively, employing grammar, punctuation, spelling, organization, vocabulary, and style to communicate your ideas to others, is what the researcher understands as this skill.

The development of these four language skills is influenced by a variety of linguistic and nonlinguistic factors, such as age, motivation, exposure to English, and language learning techniques and strategies. These four language abilities are interrelated and interdependent. (Csizér, K., & Dörnyei, Z. ,2020, p. 22)

Because they have used a variety of theories, techniques, and writing styles, researchers and authors faced difficulty in defining and explaining what English Language Skills are. Table (15) illustrates the concepts of English Language Skills from the perspective of some writers and researchers:

The table (3) presents definitions of English Language Skills from the point of view of some authors and researchers.

S	Definition	Source
1	The ability to negotiate knowledge, create meaning, and develop a critical understanding of social, cultural, and political issues are all examples of	(Pennycook, 2017, p. 3).

	English language skills.	
2	English language skills include the capacity to communicate effectively using a variety of media, including digital, audio, and visual formats.	(Leaver & Willis, 2018, p. 2).
3	The capacity to effectively communicate in a range of circumstances using the English language is known as having the Skills of English language.	(Nation, I. S. P.,2019, P. 1)
4	The four language skills of speaking, listening, reading, and writing are all components of the English language.	(Ellis, R., 2020, p. 1)
5	English language proficiency is the capacity to communicate with others, express oneself, and participate in society.	(Csizér, K., & Dörnyei, Z. ,2020, p. 4)
6	The capacity to use the English language to access information, communicate with people, and accomplish one's goals is referred to as having English language Skills.	(Byrnes, H. ,2021, p. 5)
7	English language proficiency refers to the capacity to comprehend and respond to our environment using the English language.	(Gallagher, S. ,2021, p. 6)
8	The capacity to understand, produce, and use language in a variety of circumstances is known as English language proficiency.	(Lightbown, P. M., & Spada, N.,2021, p. 1)
9	The capacity to communicate, study, and	(Dörnyei, Z., 2022, p. 2)

	participate in society using the English language is referred to as having English language abilities.	
10	The ability to think critically, solve issues, and be creative while utilizing the English language is known as English language proficiency.	(Ortega, L.,2022, p. 3)
11	English language proficiency is the capacity to utilize the language to successfully communicate in a variety of situations, both orally and in writing.	(Young, R., & Cho, K. ,2022, p. 8)
12	English language proficiency is the capacity to think, produce, and express oneself in English.	(Willis, J., & Willis, D. ,2023, p. 7)

2.2.1.3   Importance of the English Language Skills

The language of commerce and communication worldwide is English. More than 1.5 billion individuals worldwide are thought to speak English as a second language. This implies that if you speak English, you can interact with a lot of people around the world. (Crystal, David. ,2020, p. 1).

More researches and education are conducted in English. The language of instruction at many of the top education bodies and research centers in the world is English. This means that one must be a proficient

English speaker if one wishes to pursue a high degree of schooling or a career in research. (Graddol, David. (2021, p. 11).

The internet and technology are both written in English. The language of the of internet content is English. This means that one must read and understand English if one wants to keep up with the newest trends and technological advancements. (McArthur, Tom. ,2022, p. 137).

The language of travel and tourism is English. One has to speak English if one wishes to travel the world and encounter many cultures. English is the most used language in the world, which explains this. (Wong, John. 2023, p. 103). Moreover, the language of opportunity is English. One can access a world of opportunities by studying English. One can take a high-level education, tour the world, and get a better job. (Wong, John. ,2023, p. 103- 104).

In the light of the above- mentioned researchers and writers, the importance of English Language can be highlighted as English is essential in today's globalized world since it is the main language for international trade and communication. Effective communication across many cultures is made possible by English proficiency because there are over 1.5 billion people who speak it as a second language. It is essential for learning, researching, and staying current with emerging technologies. English is crucial for travel and tourism since it makes it easier to explore other cultures. Learning English makes it possible to pursue chances in advanced study, extensive travel, and better employment prospects. Overall, learning English promotes cross-cultural exchange, education, technological advancement, and both personal and professional growth.

2.2.2 The Concept of Employee Performance

2.2.2.1 The Concept of Employee Performance and its Importance

2.2.2.2 The Word 'Performance' in English Dictionaries

According to *Merriam- Webster* dictionary 'Performance' is the carrying out of a process or action. Merriam-Webster.com (2020, p. 1037), while based on the *Cambridge Dictionary*, it is the process or way something is completed. *Cambridge Dictionary*. (2021, p. 1100) But from the Oxford point of view, it is the level of effectiveness of someone or something. Oxford Languages (2022).

According to *Collings English Dictionary*, it is a play, concert, or other event that is presented to the public. (Collins English Dictionary (2023, p. 1245) Longman states that 'Performance' is the completion of a task or function successfully. (Longman Dictionary of English Language and Culture (2023, p. 1477).

2.2.2.3 The Concept of Employee Performance

Employee performance refers to how successfully a person accomplishes his/ her job. It may be determined by looking at their output, the caliber of the job, the satisfaction of their clients, and how frequently he/ she shows up for work. Employee skills, motivation, work environment, and managerial assistance can all have an impact on how well he/ she performs.

Behavioral performance measures how well an employee demonstrates the behaviors required to accomplish his/ her work satisfactorily. A

salesman might be judged on, for instance, how well he/ she reaches sales targets, close deals, and cultivate connections with clients. (Armstrong, M. ,2021, p. 12).

Performance in terms of competence: How well-equipped an employee is with the information, skills, and abilities required to perform his/ her work satisfactorily. For instance, an engineer might be judged on both his or her understanding of technical principles and ability to create and build new products. (Boudreau, J. W., & Ramstad, P. ,2022, p. 245).

Results performance: These measures how well an employee does his/ her work in terms of achieving the intended results. For instance, a manager's capacity to boost sales, save expenses, or raise customer happiness can be assessed. (Dessler, G. ,2023, p. 306).

Potential performance measures an employee's potential to excel in his/ her job and become a high performer. Young employees, for instance, can be judged on their capacity for learning new skills, their work ethics, and their potential as leaders. (Henderson, J. ,2020, p. 18).

Overall performance: This is a comprehensive evaluation of an employee's performance that accounts for all the previously mentioned elements. An employee might be judged on, among other things, his/ her potential performance, competence performance, results performance, and behavioral performance. (Armstrong, M. (2021, p. 15).

There are many ways to measure how well employees do their jobs. The specific methods used will depend on the company and the job. However, all the methods are important for understanding and measuring employee performance.

Measurement of Employee Performance

Teamwork: How successfully an employee collaborates with others to accomplish shared objectives.

Problem-solving: How well a worker recognizes and addresses issues in a timely and efficient manner.

Service to customers: How effectively an individual gives first-rate service to both internal and external clients.

Innovation: How successfully a worker generates fresh concepts and solutions to issues.

Adaptability: How well a worker adjusts to change and unfamiliar circumstances.

Companies can develop a more effective performance management system by understanding the many methods of gauging employee performance. This may result in greater output, higher standards, and greater client pleasure.

Different researchers and writers have provided varying definitions and interpretations of Employees Performance due to their reliance on different theories, approaches, and styles. Table (16) outlines the perspectives of various researchers and writers on the concept of Employee Performance.

The table (4) presents definitions of Employee Performance from the point of view of some authors and researchers.

S	Definition	Source
1	Employee performance refers to a person's capacity to live up to or surpass	(Henderson, 2020, p. 18)

	expectations in terms of quantity, quality, timeliness, and cost.	
2	The degree to which an employee satisfies the requirements of his/ her position is known as employee performance.	(Armstrong, 2021, p. 12)
3	Employee performance is the proven capacity to provide outcomes that are on par with or better than expectations.	(Ivancevich & Matteson, 2021, p. 15)
4	Employee performance is the accomplishment of corporate objectives through efficient resource management.	(Boudreau & Ramstad, 2022, p. 245)
5	The timely, efficient, and successful completion of job objectives is employee performance.	(McShane & Travaglione, 2022, p. 20)
6	Employee performance measures how well a worker complies with job standards and supports organizational objectives.	(Snell & Bohlander, 2022, p. 18)
7	Employee performance is the level to which a certain employee's actions assist in achieving organizational objectives.	(Katzenbach & Smith, 2022, p. 12)
8	Employee performance measures how much a worker contributes to the success of the company.	(Dessler, 2023, p. 306)
9	Employee performance measures how closely a worker adheres to the requirements of his/ her position.	(Locke & Latham, 2023, p. 18)

| 10 | Employee performance is the extent to which a worker satisfies the requirements of his/ her position and makes a positive contribution to the success of the company. | (Noe, Hollenbeck, Gerhart, & Wright, 2023, p. 245) |

There are several ways to define employee performance. The term employed will vary depending on the business and the task. Employee performance is defined as: Employee performance is how well an employee does his/ her job and aids the company in achieving its goals. Nevertheless, all definitions of employee performance are significant for comprehending and evaluating how well employees perform his/ her jobs.

Employees are therefore expected to perform to the standards of their positions and contribute to the success of the business. Meeting deadlines, delivering superior work, excelling in customer support, and going above and beyond the call of duty are all ways to accomplish this.

Organizations may establish an environment that promotes high performance by understanding what employee performance is and how it can be measured. This may result in greater output, higher standards, and greater client pleasure.

2.2.2.4 The Importance of Employee Performance

Employee performance is the extent to which an individual satisfies the requirements of his/ her position and contributes to the objectives of the workplace, and according to (Armstrong, M. ,2021, p. 12) It is important for several reasons, including:

Increased productivity: When workers perform well, they can complete more work in a shorter amount of time. Increased profitability for the company will result from this.

Improved quality: Employees are more likely to generate high-quality work when they perform well. Increased client satisfaction and loyalty will result from this.

Reduced costs: Employees are less likely to make errors that could cause delays or expensive blunders when they perform well.

Increased innovation: Employees are more likely to generate innovative ideas that can advance the company when they are inspired and engaged.

Improved employee morale: Employees are more likely to be content and productive when they believe their job is valued and that they are contributing.

2.3 Theoretical Relationship between both Variables

It is possible to examine the effect of English language proficiency on worker performance in global workplace from a variety of theoretical angles. The theories, studies, and models listed below can serve as a theoretical foundation and source of support for this study:

This study discovered that employees' effectiveness in global organizations was positively impacted by their English language proficiency. According to the survey, workers with great English abilities were more likely to get promoted, make more money, and enjoy their professions. The study discovered that employee performance in several categories, such as customer service, sales, and creativity, was positively connected with English language proficiency. It also discovered that workers with good English abilities had a higher chance of getting promoted, making more money, and being happy in their positions. The

study discovered that employee performance in several categories, such as customer service, sales, and creativity, was positively connected with English language proficiency. (Brannen, M. Y. ,2019, p. 365- 377)

Kesner's and Sundaram's study discovered that employees' success in international firms was significantly predicted by their English language skills. According to the study, workers who were more proficient in English were more likely to be involved in their work, have a positive attitude about their jobs, and be productive. The study also discovered that in international firms, employee performance was significantly predicted by English language proficiency. Workers who were more proficient in English were more likely to be involved in their work, have a positive attitude about their jobs, and be productive. (Kesner, I. F., & Sundaram, A. K. ,2019. P. 101408).

According to the human capital theory, spending money on staff training and development can boost production and performance (Becker, 1993). English language proficiency is seen as a form of human capital since it can improve a worker's ability to communicate with customers and business partners from diverse nations, which improves business outcomes and increases profitability. (Derakhshan, 2016, p. 3; Malmberg, 2017, p. 5).

Mastering the English language is necessary for effective communication in international business, claims Derakhshan (2016). Encoding and decoding signals is a complex process that goes into communication. Miscommunication can result in misconceptions and mistakes, which can have a detrimental effect on employee performance (Bovee & Thill, 2013). Consequently, improving English language

proficiency can improve communication efficacy, which can have a favorable effect on employee performance. (Ur, 2012, p. 1).

Employees that can adapt to and work effectively across multiple cultures have a greater chance of succeeding in international company, according to the Cultural Intelligence (CQ) framework created by Earley and Ang (2003). Employees with English language proficiency can converse and negotiate with international stakeholders more skillfully, which improves performance in international business-oriented workplace. (Earley & Ang, 2003, p.276).

In Resource-Based View Theory (RBV) Barney (1991) asserts that businesses with valuable, uncommon, unique, and non-substitutable resources are more likely to operate well in the global market. English language proficiency can be seen as a useful asset that can give businesses a competitive edge in the context of language abilities. Employees that are fluent in English may therefore perform better in global business. (Barney, 1991, p.102).

Social Learning Theory: According to Bandura's (1977) social learning theory, people learn through observing and interacting with others. Employees can enhance their English language abilities by meeting and interacting with English-speaking coworkers, clients, and consumers. As a result, businesses can help employees improve their English language abilities by giving them opportunities to communicate with English-speaking people. (Bandura, 1977, p.22).

Human Capital Theory: According to this theory, investing in human resources—including linguistic abilities—can boost worker performance

and output. Employer performance in global business can be enhanced by firms investing in language learning initiatives that increase English proficiency. (Becker, 1962, p.9).

The importance of English language proficiency as a significant asset for personnel in international business is highlighted by numerous research and ideas. This deduction emphasizes the value of investing in English language training because it enables businesses to improve the skills and knowledge of their workforce. This investment thus sets the path for greater sales as well as better productivity and customer service.

Organizations that prioritize English language training give their employees a great resource that unlocks a host of advantages. Employees who have improved their language skills are better able to communicate and collaborate effectively in global corporate environments. As a result, businesses experience significant increases in sales, customer satisfaction levels, and productivity levels.

CHAPTER THREE

Methodology

3.1.1 The Research Method

The research methodology employed in this study is quantitative, utilizing statistical analysis to measure and assess the impact of various variables on the research outcomes. It involves systematic data collection and numerical analysis to provide empirical insights into the research topic.

3.1.2 The Research Population and Sample

The study's research sample is the Directorate of Relations of Public Universities in the Kurdistan Region of Iraq, where 102 people, including Directors and staff are targeted. Out of (102) distributed forms, (95) forms are received and valid for statistical analysis.

3.1.3 The Method of Collecting Data and Information

With the aim of obtaining the necessary data to complete this study, test the study plan and hypotheses, and achieve its objectives and results, the study relied on several sources to cover the theoretical and field framework through the following methods:

3.1.3.1   The Field Framework:

To obtain the data related to the field aspect, the study utilized a questionnaire as the primary and the only instrument to collect data and information regarding the practical aspect. The questions for the

Questionnaire Form are written based on the theoretical aspect of the study, and the opinions of experts and specialists in the field were also taken into consideration (see Appendix 1). These phrases were adjusted to suit the study's domain and variables. (102) Questionnaire forms were distributed through Google Forms to the sample, and the number of valid forms for analysis is (95), as shown in Table (3).

Table (5) illustrates the response rate.

Status	Number	Percentage
Distributed Questionnaire form	102	100%
the number of invalid forms for analysis	0	0%
Number of returned questionnaire forms	95	94.1%
The number of valid forms for analysis	95	100%

Resource: prepared by the researcher

3.1.3.2 Description of the Study Questionnaire

To obtaining data and achieving the research objectives, the questionnaire paragraphs were distributed into two sections: The first section includes personal data about the participant, including (gender, age group, educational level, academic degree, and years of service). As for the second section, it is divided into two axes. The first axis represents the variable of English language skills, which is measured through a set of phrases distributed across four dimensions (listening, speaking, reading, writing), and each dimension is measured by four statements.

As for the second axis, it includes statements that measure the performance variable (employee performance) using fifteen statements without dividing them into dimensions. The researcher used a Likert scale

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ranging from one (strongly disagree) to five (strongly agree) as a means of collecting primary data about the research participants. The questionnaire was distributed electronically via Google Forms to the research sample representing the Directorate of Relations of the Public Universities in the Kurdistan Region- Iraq. The sample consisted of fourteen universities, and the form was filled out by 95 research participants who were among the targeted field study sample categories. Table (4) illustrates the components of the questionnaire distributed according to the main study variables and their sub-dimensions, tabulated based on their sequence in the questionnaire.

Table (6) Content of the Questionnaire Form

S	Main variables	Dimensions	Resource	No.	Total
1	Demographic Information	Individual characteristics	Prepared by the researcher	5	5
2	English Language skills	Listening skill	Clement, A., & Murugavel, T. (2018)	4	4
		Speaking skill		4	4
		Reading skill		4	4
		Writing skill		4	4
3	Employee Performance		Statements from (1- 8) (Pradhan& Jena, 2017) Statements from (9 to 15) (Ramos-Villagrasa, Pedro J.; Barrada, Juan R.; Fernández-del-Río, Elena; Koopmans, Linda, 2019)	15	15

Resource: prepared by the researcher with taking benefit from previous questionnaire

After collecting the data, the researcher encoded the research variables mentioned above, as shown in Table (7).

Table (7)

The questionnaire variables with coding according to the axes, dimensions, and paragraphs of each axis

The axes of the study and its dimensions		The symbols used in the body of the search		
		The axes	The dimensions	The paragraph
English Language Skills	Listening	X	X1	X1.1-X1.4
	Speaking		X2	X2.1-X2.4
	Reading		X3	X3.1-X3.4
	Writing		X4	X4.1-X4.4
Employee Performance		Y		Y1-Y15

Source: from the preparation of the researcher based on the results of the statistical analysis

3.1.4 The Research Boundaries

- Location limitation: the research focuses on 14 public universities in the Kurdistan Region of Iraq.

- Time frame: In the phase of preparing for the applied research conducted in the universities, the process commenced with distributing the questionnaire form. The retrieval and analysis of the data obtained from the questionnaire form occurred from (May 25th to June 20th, 2023.

- Human limitation: the research embraces the Directors of Relations in the 14 public universities and their staff, they are 102 officials.

- Scientific Limitation: The research is limited to investigating how English language skills affect the employee performance in public universities located in the Kurdistan Region of Iraq.

CHAPTER FOUR

DATA ANALYZING AND RESULT

4.1 The Data Study Test

A number of tests were applied to ensure the validity of the data collected from the study sample and to determine their compliance with the conditions of statistical analysis, specifically distinguishing between parametric tests or non-parametric tests, as follows:

4.1.1 Normal Distribution Test

To test whether the study axes and dimensions were normally distributed or not, the Kolmogorov-Smirnov test was used. The test results indicated that both axes, including the dimensions, followed a normal distribution. This conclusion was based on the significance values, which were greater than the assumed significance level of the current field study (0.05). This means that the hypothesis stating that the data is normally distributed, free from outliers and extreme values, was accepted. This is illustrated in Table (8).

Table (8):

Test of normal distribution using (Kolmogorov-Smirnov) test for the axes of the questionnaire

The axes	The dimensions	test value	significance level	The result
English Language Skills	Listening	0.060	0.267	Normal distribution
	Speaking	0.060	0.269	Normal distribution
	Reading	0.068	0.129	Normal distribution
	Writing	0.071	0.398	Normal distribution
	aggregate index	0.087	0.208	Normal distribution
Employee Performance		0.043	0.799	Normal distribution

Source: from the preparation of the researcher based on the

results of the statistical analysis

4.1.2 The Independence Test:

It is also known as the condition of linear correlation between the dimensions of independent variables, to determine the presence of multi collinearity phenomenon, which leads to the emergence of false and misleading results in the regression coefficient.

Both the Variance Inflation Factor (VIF) and the Tolerance tests were applied to each dimension of the independent variable, representing the skills of listening, speaking, reading, and writing. The results of the analysis, as shown in Table (9), indicate that the VIF values are less than 5 for all dimensions of the independent variable. The values ranged between 3.257 and 3.562. Moreover, the Tolerance test values ranged between 0.281 and 0.307, all of which are greater than the assumed significance level of the study. This indicates the absence of a linear correlation problem between the dimensions of the independent variable, allowing us to apply parametric tests.

Table (9)

Independence test and the use of the (VIF) criterion for the problem of multi collinearity

dimensions of the independent variable	Tolerance	VIF
Listening	0.294	3.399
Speaking	0.307	3.257
Reading	0.281	3.562
Writing	0.297	3.371

Source: from the preparation of the researcher based on the results of the statistical analysis

4.1.3 Variance Homogeneity Test

To verify the condition of variance homogeneity for all study variables, including the two variables of English language skills with their four dimensions and the variable of employee performance, the data of the current study were subjected to the Levene's test. If the calculated significance level is greater than 0.05, it indicates that the condition of variance homogeneity is met. However, if the calculated significance level is less than 0.05, it indicates a lack of variance homogeneity.

Therefore, the results of the mentioned Levene's test, as shown in Table (10), indicate that the data of the study have satisfied the condition of variance homogeneity. This is evident from the calculated significance values (Sig) for the Levene's test coefficient for all four dimensions of the first axis, as well as for the second axis representing the variable of employee performance, which were greater than the assumed significance level of the study (0.05). This indicates the achievement of the condition of homogeneity for the data of the current study.

Table (10)

Levene's test for homogeneity of variance

Axes	Dimensions	Value test	Significance level	Result
English Language Skills	Listening	0.140	0.709	Homogeneous
	Speaking	1.633	0.205	Homogeneous
	Reading	0.021	0.885	Homogeneous
	Writing	0.290	0.592	Homogeneous
	aggregate index	0.126	0.723	Homogeneous
Employee Performance		0.367	0.546	Homogeneous

Source: from the preparation of the researcher based on the results of the statistical analysis

4.1.4 Validity and Reliability of the Study's Dimensions and Axes Statements:

Questionnaire validity refers to ensuring that it measures what it is intended to measure. Validity also implies the comprehensiveness of the questionnaire in terms of including all the items that should be considered in the analysis, as well as the clarity of its statements. The language used in the questionnaire should be clear and understandable to both the participants and individuals involved in the field study. The researcher ensured the validity and reliability of the study instrument through expert validity, which involved seeking opinions from experts in the field regarding the statements included in the study's dimensions and axes. Additionally, internal consistency reliability was assessed using the simple linear correlation coefficient to determine the strength of the relationship between each item or statement and the total score, based on the four dimensions corresponding to the English language skills axis, as well as the overall score for the employee performance axis.

As for the reliability of the study instrument, the Cronbach's alpha coefficient was used to assess it, as shown below:

4.1.5 Expert Validity

Two rounds of testing were conducted on the questionnaire. Prior to giving the participants the questionnaire in the first step, tests were done, simulating the phase of formulation and presentation to experts. Following the distribution of the questionnaire to the participants, tests were done in the second stage. These tests served to guarantee the questionnaire's validity in

assessing the study variables and gathering accurate information that fairly represented the situation at the surveyed universities:

1. Tests Before Distributing the Questionnaire

The initial version of the questionnaire, which was given to the sample, was subjected to the following tests to evaluate its validity, thoroughness, and reliability as follow:

- Appearance Validity: Also known as expert validity, this test derives its content from the opinions of several esteemed experts in the field of management sciences. Their names are listed in Appendix (1), as they were presented with the questionnaire to provide their suggestions regarding its content in measuring the current study variables. The test aimed to assess the clarity and accuracy of the questionnaire's wording, both linguistically and scientifically, making it comprehensible to the sample participants. Most of the experts' feedback and opinions, particularly regarding section (the Impact of English Language Skills on the Employee Performance in organizations), were taken into consideration, leading to the modification of some questionnaire items based on their observations.

- Ensuring Comprehensiveness: The comprehensiveness test encompassed sharing the content of the questionnaire with reviewers and experts, who were asked to provide their insights on the content and the chosen phrasing for data collection purposes. Considering their responses and feedback, various statements were incorporated, removed, or replaced with more precise and appropriate ones tailored to the study. Consequently, the questionnaire attained its ultimate version, as outlined in Appendix (2).

4.1.6 Internal Consistency Validity of the Questionnaire Statements:

By calculating the correlation coefficients between the items and the total score, according to the four dimensions, the internal consistency of the questionnaire statement was calculated. This was based on the current field study's sample, which consisted of 95 participants. The results revealed the following:

4.1.6.1 Internal Consistency Validity of the Statements in the Listening Skill Dimension.

Through Table (11), which shows the correlation coefficients and the level of statistical significance between the items and the total score of the listening skill dimension, it became evident that all the items had significant high correlations with the total score of the relevant dimension. This is based on the significance levels of the correlation coefficients for all the items, which were lower than the assumed significance level in the current study (0.05). Therefore, all the statements in the mentioned dimension are considered valid for measuring the listening dimension.

S	Statements	correlation coefficients	level of statistical significance
X1.1	I possess sufficient competence in English listening to effectively carry out my official duties such as engaging in discussions, communicating via telephone, internal seminars, conferences, and other ,participating in meetings .related activities	0.908**	0.000
X1.2	My proficiency in the English language listening skill helps establish and reinforce relationships, improve my me .upgrade my career skills negotiating abilities, and	0.919**	0.000
X1.3	Having proficient English listening skills is imperative for both job retention and advancement, as well as taking on .responsibilities additional	0.698**	0.000
X1.4	In order to improve the English listening skill, the university should allocate funds and arrange training programs .this aspect specifically focused on	0.481**	0.000

**: Correlation is significant at the 0.01 level.

*: Correlation is significant at the 0.05 level.

Source: from the preparation of the researcher based on the results of the statistical analysis

4.1.6.2 Internal Consistency Validity of the Items in the Speaking Skill Dimension

Through Table (12), which shows the correlation coefficients and the level of statistical significance between the items and the total score of the speaking skill dimension, it became evident that all the items had significant high correlations with the total score of the dimension. This is based on the significance levels of the correlation coefficients for all the items, which were lower than the assumed significance level in the current study (0.05). Therefore, all the items in the mentioned dimension are considered valid for measuring the speaking dimension.

Table (12)

The validity of the internal consistency of the Speaking skill

S	Statements	Correlation Coefficients	Level of Statistical Significance
X2.1	My English-speaking skill helps me to perform all of my official duties (internal telephone ,discussion communication, participation in meetings, seminars, .. etc....conferences	0.871**	0.000
X2.2	English speaking skill has an impact on my culture enables me to ,competencies build and strengthen relationships, enhance and update negotiating skill .my career skills	0.900**	0.000
X2.3	Possessing English-speaking skills is essential to maintain a job, secure a promotion, and .undertake new responsibilities	0.678**	0.000
X2.4	To enhance the quality of spoken English, the university invest money and must organize English-speaking .skill training programs	0.666**	0.000

**: Correlation is significant at the 0.01 level.

*: Correlation is significant at the 0.05 level.

Source: from the preparation of the researcher based on the results of the statistical analysis

4.1.6.3 Internal Consistency Validity of the Items in the Reading Skill Dimension.

Through Table (13), which shows the correlation coefficients and the level of statistical significance between the items and the total score of the reading skill dimension, it became evident that all the items had significant high correlations with the total score of the dimension. This is based on the significance levels of the correlation coefficients

for all the items, which were lower than the assumed significance level in the current study (0.05). Therefore, all the items in the mentioned dimension are considered valid for measuring the reading dimension.

Table (13)
The validity of the internal consistency of the reading skill

S	Statements	correlation coefficients	Level of Statistical Significance
X3.1	I am able to perform all of my daily skill, such as tasks that involve reading emails, webpages, reports, Memorandum agreements, ,of Understanding (MoU) etc., with competence in my English .reading skills	0.907**	0.000
X3.2	The ability to proficiently read different empowers me to texts in English establish strong connections, which my professional ultimately contributes to .advancement	0.891**	0.000
X3.3	In order to retain employment, secure take on novel advancements in rank, and duties at the workplace, it is imperative proficient English reading to possess .skills	0.716**	0.000
X3.4	Proficiently and effectively reading a professional materials wide range of such as emails, reports, webpages, and international ,MoUs, agreements project or grant calls can substantially individual's career elevate an .competency	0.814**	0.000

**: Correlation is significant at the 0.01 level.
*: Correlation is significant at the 0.05 level.
Source: from the preparation of the researcher based on the results of the statistical analysis

4.1.6.4 Internal Consistency Validity of the Items in the Writing Skill Dimension.

Through Table (14), which shows the correlation coefficients and the level of statistical significance between the items and the total score of the writing skill dimension, it became evident that all the items had significant high correlations with the total score of the dimension. This is based on the significance levels of the correlation coefficients for all the items, which were lower than the assumed significance level

in the current study (0.05). Therefore, all the items in the mentioned dimension are considered valid for measuring the writing dimension.

Table (14)

The validity of the internal consistency of the Writing skill

S	Statements	Correlation Coefficients	Level of Statistical Significance
X4.1	My English writing skills enable me to my daily tasks competently undertake all that require writing abilities, including MoUs, agreements, and ,emails, reports .other similar tasks	0.921**	0.000
X4.2	Proficiency in English writing skill enables relationships, enhance my me to foster negotiation skills, and upgrade my career .while serving at the office aptitude	0.939**	0.000
X4.3	Competent English writing skills are employment, indispensable for retaining obtaining promotions, and assuming .additional responsibilities	0.631**	0.000
X4.4	The capacity to compose concise and materials such unambiguous written English as emails and reports can improve an .proficiency individual's career	0.731**	0.000

**: Correlation is significant at the 0.01 level.

*: Correlation is significant at the 0.05 level.

Source: from the preparation of the researcher based on the results of the statistical analysis

4.1.7 Internal Consistency Validity of the Employee Performance Dimensions

Through Table (15), which shows the correlation coefficients and the level of statistical significance between the items and the total score of the employees' performance dimension, it became evident that all the items had significant and high correlation coefficients with the total score of the dimension. This is based on the significance levels of the correlation coefficients for all the items, which were lower than the

assumed significance level in the current study (0.05). Therefore, all the items in the mentioned dimension are considered valid for measuring the employees' performance dimension.

Table (15) The validity of the internal consistency of the Employee Performance

S	Statements	correlation coefficients	Level of Statistical Significance
Y1	I am able to maintain high standard of work	0.824**	0.000
Y2	I have a strong passion for my work	0.753**	0.000
Y3	.I am very at ease with working in a team	0.764**	0.000
Y4	I believe that mutual understanding can result in solution within an organizational and a viable .institutional relationship	0.807**	0.000
Y5	I participate actively in group discussions, work .international gatherings meetings, and	0.840**	0.000
Y6	I share knowledge and ideas with both my team representatives of international members and .partners	0.775**	0.000
Y7	I maintain good coordination between my representatives of university colleagues and .partners	0.852**	0.000
Y8	I communicate effectively with my colleagues to .and make decisions solve problems	0.869**	0.000
Y9	I am able to plan my work so that I finish it on time	0.805**	0.000
Y10	.I kept the desired outcome of my work in mind	.733**	0.000
Y11	I am capable of setting work priorities	0.814**	0.000
Y12	I am able to carry out my work efficiently	0.753**	0.000
Y13	.I am proficient at managing my time	0.790**	0.000
Y14	I make an effort to stay up to date with job-.related knowledge	0.819**	0.000
Y15	.I work on maintaining up-to-date work skills	0.843**	0.000

**: Correlation is significant at the 0.01 level.

*: Correlation is significant at the 0.05 level.

Source: from the preparation of the researcher based on the results of the statistical analysis

4.1.8 Alpha Cronbach Coefficient

To measure the reliability of the study tool, the Cronbach's alpha coefficient was used (Schreep, 2020, p247-258). The results showed that the reliability coefficient values for each of the four dimensions, which were based on the first axis representing the variable of English language skills, and the second axis representing the variable of employee performance, were all statistically acceptable, as they were greater than 70% (Sekaran, 2003, p311). The values of alpha varied for the four dimensions included in the first axis (English language skills), ranging from 77% as the lowest value for the listening skill dimension to 85% as the highest value for the reading skill dimension. As for the two axes, it was observed that the reliability coefficient value, which was 96%, for the second axis representing the variable of employee performance, was higher than the reliability coefficient value compared to the first axis representing the variable of English language skills. Regarding the questionnaire items, the reliability coefficient value was excellent, reaching 97%. This indicates the stability of the scale and thus a good correlation between the questionnaire items, reflecting the accuracy and reliability of the results. Table (16) illustrates all the mentioned information above.

Table (16)

The results of the stability coefficient (Cronbach's Alpha)

Study axes	Dimensions	of .No paragraphs	Cronbach's Alpha		
			Dimension	axis	All of the questionnaire
English Language Skills	Listening	4	77%	94%	97%
	Speaking	4	79%		
	Reading	4	85%		
	Writing	4	82%		
Employee Performance		15	96%		

results of the statistical analysis Source: from the preparation of the researcher based on the

4.1.9 The Used Statistical Methods and Tools

A variety of statistical methods and tools were used, employing the statistical package for social sciences (SPSS IBM V.26 - Statistical Package for Social Sciences), with the aim of obtaining indicators that serve the objectives of the current study and testing its hypotheses. The methods and tools include the following:

1. The tools used in describing study variables and presenting preliminary results include frequency distributions and percentages, measures of central tendency and standard deviations, and agreement ratios.

2. Simple Correlation Coefficient: It is used to measure the strength and nature of the relationship between variables and dimensions of the study (assessing the strength and direction of the relationship between variables and dimensions of the study, as well as determining the significance of these coefficients).

3. Simple Linear Regression: It is used to measure the effect of the independent variable (explanatory variable) on the dependent variable (response variable), which means measuring the impact of a single explanatory variable, whether it is a variable or a factor, on the dependent variable or response variable.

4. T-test: It is used to test the significance or non-significance of regression coefficients in estimated models. Additionally, the F-test is utilized to assess the significance of estimated regression models. Both tests were employed to examine significant differences among study variables that could be attributed to personal characteristics such as gender, age group, educational attainment, academic title, and years of service, which were addressed in the current study.

4.2 Description of the Study Sample and its Sample

4.2.1 Description of the Personal Information Axis

4.2.1.1 Distribution of the Research Participants According to Gender

Based on Table (17), which illustrates the distribution of the sample individuals among the employees working in the Directorate of Relations, the Public Universities in the Kurdistan Region- Iraq according to gender, it is evident that the highest percentage of individuals were males, accounting for a participation rate of 60%, compared to females with a participation rate of 40%. This indicates that the majority of employees within the research sample were males, as shown in Figure (2).

Table (17)

Distribution of individuals sample according to the gender

Gender	Frequency	Percent
Female	38	40.00%
Male	57	60.00%
Total	95	100%

Source: from the preparation of the researcher based on the results of the statistical analysis

Fig.(2):Distribution of individuals sample according to the gender
Source: from the preparation of the researcher based on the results of the
statistical analysis
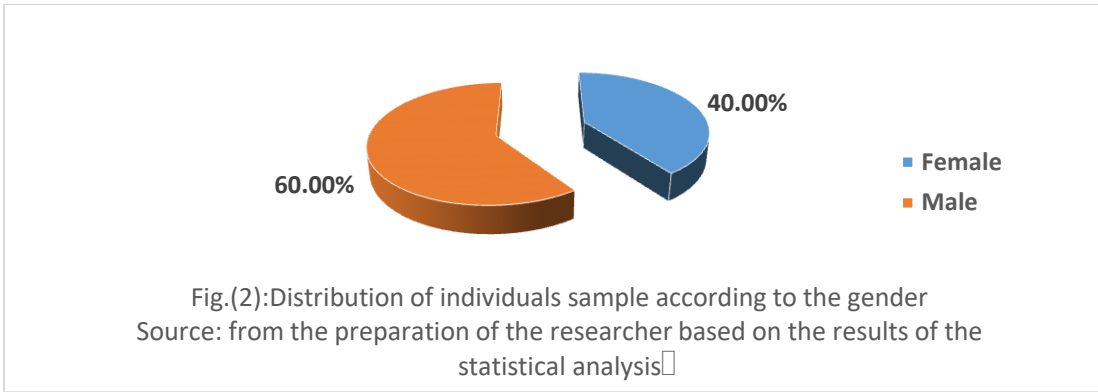
4.2.1.2 Distribution of the Research Participants According to Age Group:

From Table (18), which represents the distribution of the sample individuals among the participated employees according to age groups, it is evident that most participants fell within the age group of 40-49 years, accounting for a percentage of 46.32%. They had the highest participation rate, followed by the age group of 30-39 years, ranking second with a participation rate of 34.74%. The remaining three age groups, namely 50-59 years, 20-29 years, and over 60 years, had lower participation rates, amounting to 8.42%, 7.37%, and 3.16% respectively.

From the analysis of the age groups of the participants, it can be inferred that the majority of participants were in the mature age range, with the majority of them falling between 30 and 49 years old, accounting for a participation rate of 81.05%. This suggests that the results, conclusions, and consequently the recommendations can be generalized in favor of these two age groups, which represent the majority of participants. This relatively indicates the quality and maturity of opinions. Figure (3) illustrates the ranking of participation rates according to the age groups of the participants.

Table (18)

Distribution of individuals sample according to the age groups

age group	Frequency	Percent
20-29	7	7.37%
30-39	33	34.74%
40-49	44	46.32%
50-59	8	8.42%
60 and above	3	3.16%
Total	95	100%

Source: from the preparation of the researcher based on the results of the statistical analysis

Fig. (3): Distribution of individuals sample according to the age groups
Source: from the preparation of the researcher based on the results of
the statistical analysis
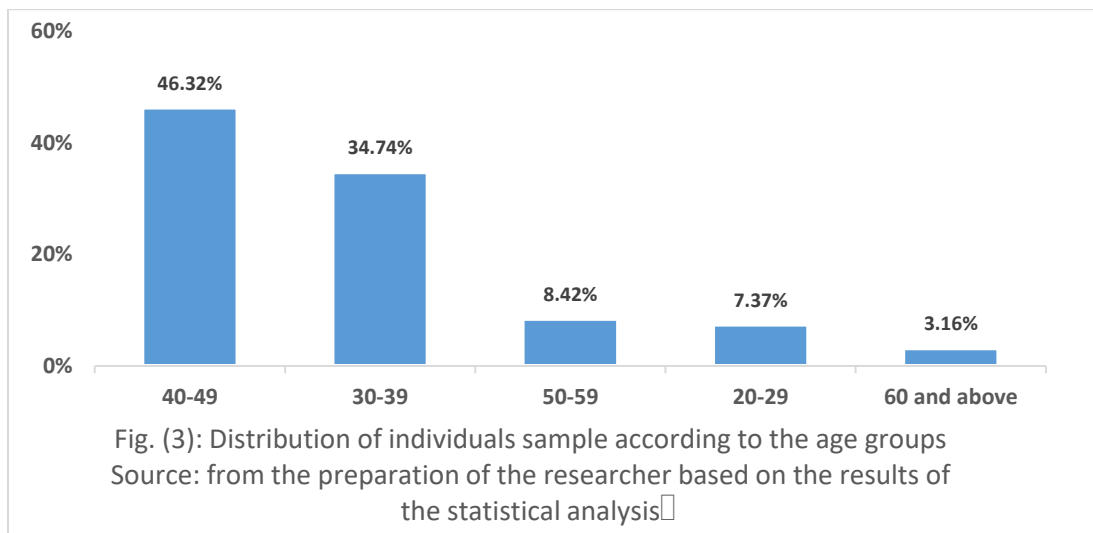
4.2.1.3 Distribution of the Research Participants According to Educational Level Categories

Through Table (19), which represents the distribution of the participants based on their educational levels or achievements, it is evident that the majority of participants held a bachelor's degree, accounting for a percentage of 42.11%. They had the highest participation rate, followed by the master's degree category, ranking second with a participation rate of 27.37%. The third category consisted of employees with a doctoral degree, accounting for a participation rate of 23.16%. Lastly, the participation rate of

individuals who had an educational background of an institute or those not mentioned within the specified characteristic was relatively low, with rates of 4.21% and 3.16% respectively.

From the mentioned distribution, one can conclude that the majority of participants, in terms of opinions, had a good educational background of at least a bachelor's degree or higher. The participation rate of the three categories combined amounted to 92.63%. This suggests that the results, conclusions, and consequently the recommendations can be generalized in favor of the majority groups. This relatively indicates the quality and maturity of opinions. Figure (4) illustrates the ranking of participation rates according to the educational level categories of the participants.

Table (19)

Distribution of individuals sample according to the educational levels

educational level	Frequency	Percent
Institute Degree	4	4.21%
Bachelor's Degree	40	42.11%
Master's degree	26	27.37%
PhD Degree	22	23.16%
Others	3	3.16%
Total	95	100%

Source: from the preparation of the researcher based on the results of the statistical analysis

Fig. (4): Distribution of individuals sample according to the educational levels
Source: from the preparation of the researcher based on the results of the statistical analysis
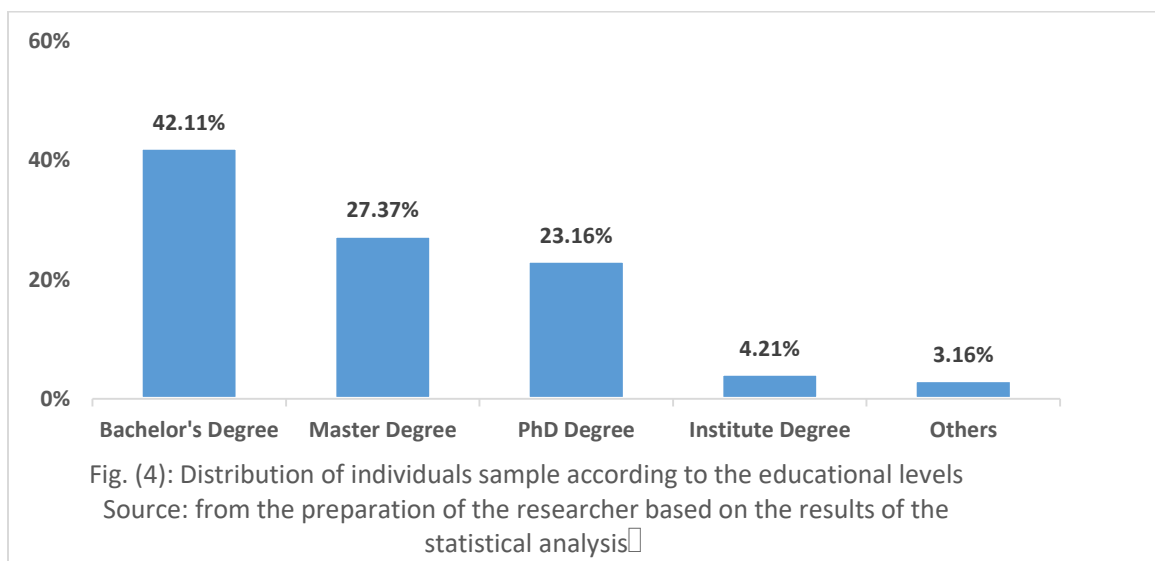
4.2.1.4 Distribution of the Research Participants According to Academic Title Categories

Through Table (20), which represents the distribution of participants according to academic title categories in the research sample, it is evident that the majority of participants do not hold academic titles, accounting for 50.53% of the total. They ranked first in terms of participation. The category of "Lecturer" followed, ranking second with a participation rate of 22.11%. The category of "Assistant Lecturer" ranked third with a participation rate of 18.95%. Finally, the participation rate of the Assistant Professors was relatively low, accounting for 8.42%. It is worth noting that almost half of the research sample consisted of individuals who did not hold academic titles, while the remaining half included employees with academic titles. Figure (5) illustrates the ranking of participation rates according to academic title categories of the participants.

Table (20)

Distribution of individuals sample according to the academic titles

Academic Title	Frequency	Percent
Assistant Lecturer	18	18.95%
Lecturer	21	22.11%
Assistant Professor	8	8.42%
Non	48	50.53%
Total	95	100%

Source: from the preparation of the researcher based on the results of the statistical analysis

Fig. (5): Distribution of individuals sample according to the academic titles
Source: from the preparation of the researcher based on the results of the statistical analysis
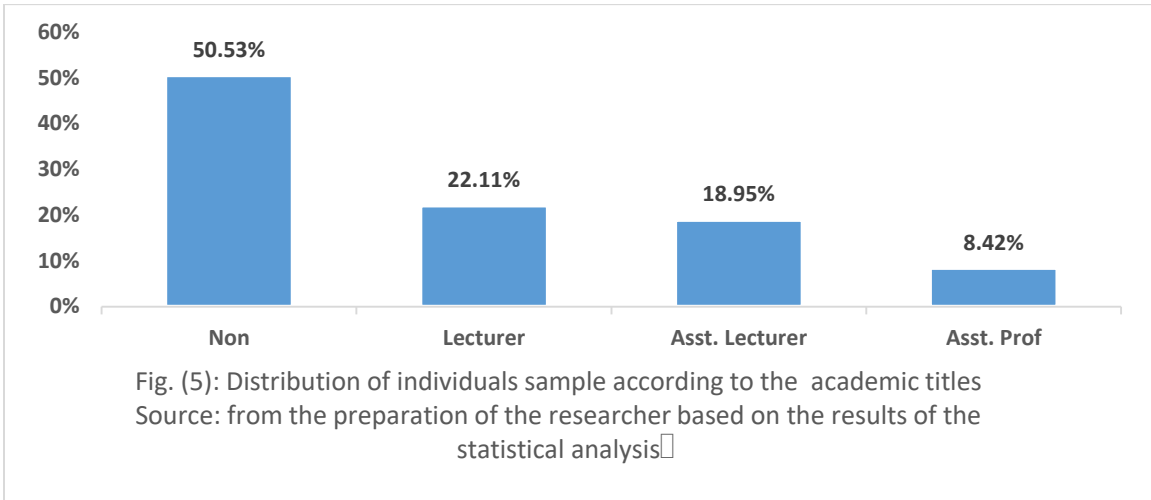
4.2.1.5 Distribution of the Individuals According to Years of Service

Table (21) illustrates the distribution of the participants according to years of service. It shows that the majority of the sample individuals fall within the category of one to five years of service, ranking first with a participation rate of (55.79%). The second-ranked category is the 6-10 years of service, accounting for (28.42%) of the participation. The last three categories, 11-15 years, less than one year, and more than fifteen years of service, had very low participation rates of (7.37%), (5.26%), and (3.16%) respectively.

From the mentioned data, one can conclude that the majority of the participants had experience ranging from one to ten years of service, with a participation rate of (84.21%). This is illustrated in Figure (6), which shows the ranking of the participants based on the relevant characteristic.

Table (21)

Distribution of individuals sample according to the working periods

working period	Frequency	Percent
than one years Less	5	5.26%
1-5 years	53	55.79%
6-10 years	27	28.42%
11 - 15 years	7	7.37%
15 and above	3	3.16%
Total	95	100%

Source: from the preparation of the researcher based on the results of the statistical analysis

Fig. (6): Distribution of individuals sample according to the working periods
Source: from the preparation of the researcher based on the results of the statistical analysis
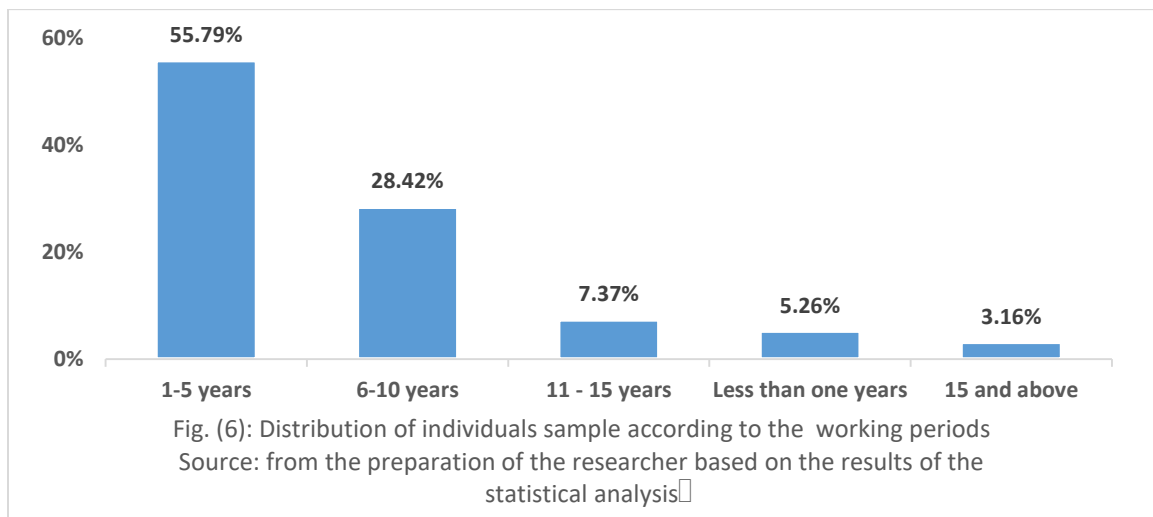
4.3 Description of the Study Variables

This study includes the description of study variables through the analysis of opinions and responses from the research sample participants. The research variables were divided into two axes:

The first axis represents the variable of "English language skills," which is further divided into four dimensions: listening, speaking, reading, and writing. Each of these four skills is indirectly measured through four statements.

The second axis is represented by the variable of "employee performance," which is measured using fifteen statements.

The study variables are described using statistical methods, including frequency distribution, percentages, means, standard deviations, and agreement ratios. The study is divided into two axes: the first axis describes the dimensions of the "English language skills" axis and the "employee performance" axis, while the second axis includes the relative importance of the study variables (axes) as follows:

4.3.1 Description of the "English Language Skills" Variable

4.3.1.1 Description of the "Listening" Dimension:

The results from Table (22) indicate the frequency distributions, mean values, and standard deviations of the research participants' responses regarding the statements (X1.1-X1.4) are related to describing their responses towards the "Listening" dimension. The results show a tendency towards agreement, as indicated by the percentages based on the overall index. It is found that (80.00%) of the participants agree with the content of these statements, while (11.05%) disagree. The agreement rate for the mentioned dimension reached (80%), with a mean value of (3.99) and a standard deviation of (0.73). This represents an initial result indicating the availability of indicators for the "Listening" dimension among the research participants at a good level. In other words, the indicators of listening skills are present and at good levels among the employees included in the research sample. According to the statements of the mentioned dimension, the highest agreement rate is for statement (X1.3), which reached (91.57%) with a mean value of (4.23) and a standard deviation of (0.66). This suggests that possessing proficient listening skills is necessary for job maintenance and advancement. On the other hand, the lowest agreement rate for the statements of the concerned dimension is for statement (X1.1), which reached (67.74%)

with a mean value of (3.74) and a standard deviation of (1.15). This indicates the need for sufficient proficiency in understanding the English language to effectively perform official duties, such as participating in internal discussions, communicating over the phone, attending meetings, seminars, conferences, and other relevant activities, according to the opinions of the research participants from the research sample. Figure (7) illustrates the ranking of the statements of the concerned dimension based on the agreement percentages among the research sample.

Table (22)

Description of the Listening Paragraphs

Paragraphs	#	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard Deviation	Agreement ratio
		1	2	3	4	5			
X1.1	Freq.	3	16	12	36	28	3.74	1.15	67.74%
	%	3.16%	16.84%	12.63%	37.89%	29.47%			
X1.2	Freq.	4	14	5	41	31	3.85	1.16	75.79%
	%	4.21%	14.74%	5.26%	43.16%	32.63%			
X1.3	Freq.	0	2	6	55	32	4.23	0.66	91.57%
	%	0.00%	2.11%	6.32%	57.89%	33.68%			
X1.4	Freq.	0	3	11	50	31	4.15	0.74	85.26%
	%	0.00%	3.16%	11.58%	52.63%	32.63%			
Weighted average	Freq.	7	35	34	182	122	3.99	0.73	80 %
	%	1.84%	9.21%	8.95%	47.89%	32.11%			
		11.05%			80.00%				

Source: from the preparation of the researcher based on the results of the statistical analysis

Fig.(7): Arranging the paragraphs of the dimension of listening skills according to the Agreement ratio
Source: from the preparation of the researcher based on the results of the statistical analysis

4.3.1.2 Description of the "Speaking" Dimension

The results from Table (23) indicate the frequency distributions, mean values, and standard deviations of the research participants' responses regarding the statements (X2.1-X2.4) which are related to describing their responses towards the "Speaking" dimension. The findings reveal a tendency towards agreement, with (87.11%) of the participants agreeing with the content of these statements, compared to a disagreement rate of (7.37%). The overall agreement rate for the mentioned dimension was (87. 1%), with a mean value of (4.21) and a standard deviation of (0.71).

These initial results suggest the availability of indicators for the "Speaking" dimension among the research sample at a good level. It indicates that the indicators for speaking skills were important and at a good level among the research sample.

Among the statements of the "Speaking" dimension, the highest agreement rate was observed for statement (X2.4), reaching (88.58%), with a mean value of (4.38) and a standard deviation of (0.62). This indicates that to

enhance the quality of spoken English, the university should invest in funds and organize training programs to develop speaking skills in English.

On the other hand, the lowest agreement rate for the statements of the "Speaking" dimension was for statement (X2.2), with an agreement rate of (83.16%), a mean value of (4.04), and a standard deviation of (1.05). This suggests that speaking skills in English have an impact on cultural capabilities, building and enhancing relationships, improving negotiation skills, and updating professional skills, according to the opinions of the employees of Directorate of Relations in the public universities, Kurdistan-Region- Iraq. Figure (8) illustrates the ranking of the statements of the mentioned dimension based on the agreement rates among the research sample.

Table (23)

Description of the Speaking Paragraphs

Paragraphs	#	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard Deviation	Agreement ratio
		1	2	3	4	5			
X2.1	Freq.	4	11	3	34	43	4.06	1.16	84%
	%	4.21%	11.58%	3.16%	38.74%	45.26%			
X2.2	Freq.	4	7	5	44	35	4.04	1.05	83.16%
	%	4.21%	7.37%	5.26%	46.32%	36.84%			
X2.3	Freq.	0	2	6	43	44	4.36	0.70	88.58%
	%	0.00%	2.11%	6.32%	45.26%	46.32%			
X2.4	Freq.	0	0	7	45	43	4.38	0.62	92.63%
	%	0.00%	0.00%	7.37%	47.37%	45.26%			
Weighted average	Freq.	8	20	21	166	165	4.21	0.71	87.1%
	%	2.11%	5.26%	5.53%	43.68%	43.42%			
		7.37%			87.11%				

Source: from the preparation of the researcher based on the results of the statistical analysis

Fig.(8): Arranging the paragraphs of the dimension of Speaking skills according to the Agreement ratio

Source: from the preparation of the researcher based on the results of the statistical analysis
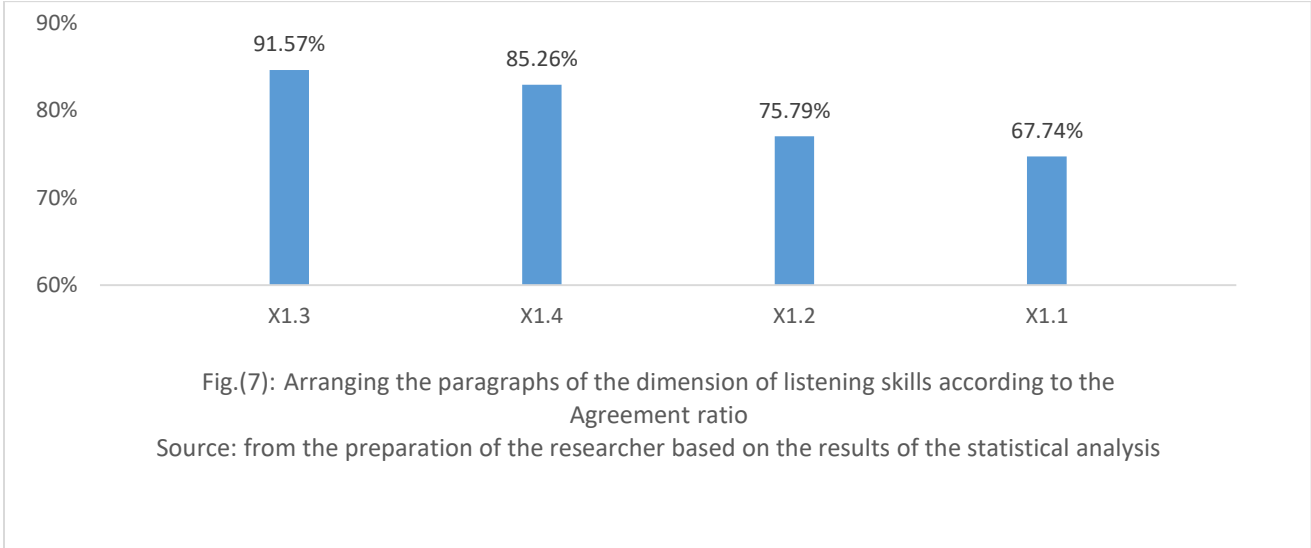
4.3.1.3 Description of the "Reading" Dimension

The results of Table (24) indicate the frequency distributions, mean values, and standard deviations of the research participants' responses regarding the statements (X3.1-X3.4) related to describing their opinions towards the "Reading Skills" dimension. The findings suggest a tendency towards agreement, with (82.89%) of the participants agreeing with the content of these statements, compared to a disagreement rate of (7.11%). The overall agreement rate for the mentioned dimension was (82.89%), with a mean value of (4.12) and a standard deviation of (0.73).

These initial results indicate the availability of indicators for the "Reading Skills" dimension among the research sample at a good level. It suggests that the indicators for reading skills were important and at a good level among the research sample.

Among the statements of the "Reading Skills" dimension, the highest agreement rate was observed for statement (X3.4), reaching (90.52%), with a mean value of (4.27) and a standard deviation of (0.75). This indicates that proficient and effective reading of professional materials, such as emails,

reports, web pages, memorandum of understanding, international project invitations, can significantly enhance individual professional efficiency.

On the other hand, the lowest agreement rate for the statements was for statement (X3.3), with an agreement rate of (77.5%), a mean value of (4.05), and a standard deviation of (0.78). This suggests that possessing proficient reading skills in the English language is necessary for job retention, securing promotions, and taking on new responsibilities in the workplace. Figure (9) illustrates the ranking of the statements of the mentioned dimension according to the agreement rates among the research sample participants.

Table (24)

Description of the Reading Paragraphs

Paragraphs	#	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard Deviation	Agreement ratio
		1	2	3	4	5			
X3.1	Freq.	2	8	11	36	38	4.09	1.02	77.89%
	%	2.11%	8.42%	11.58%	37.89%	40.00%			
X3.2	Freq.	1	8	8	42	36	4.09	0.95	80.1%
	%	1.05%	8.42%	8.42%	44.21%	37.89%			
X3.3	Freq.	0	4	14	50	27	4.05	0.78	77.5%
	%	0.00%	4.21%	14.74%	49.08%	28.42%			
X3.4	Freq.	0	4	5	47	39	4.27	0.75	90.52%
	%	0.00%	4.21%	5.26%	49.47%	41.05%			
Weighted average	Freq.	3	24	38	175	140	4.12	0.73	82.89%
	%	0.79%	6.32%	10.00%	46.05%	36.84%			
		7.11%			82.89%				

Source: from the preparation of the researcher based on the results of the statistical analysis

Fig.(9): Arranging the paragraphs of the dimension of Reading skills according to the Agreement ratio
Source: from the preparation of the researcher based on the results of the statistical analysis
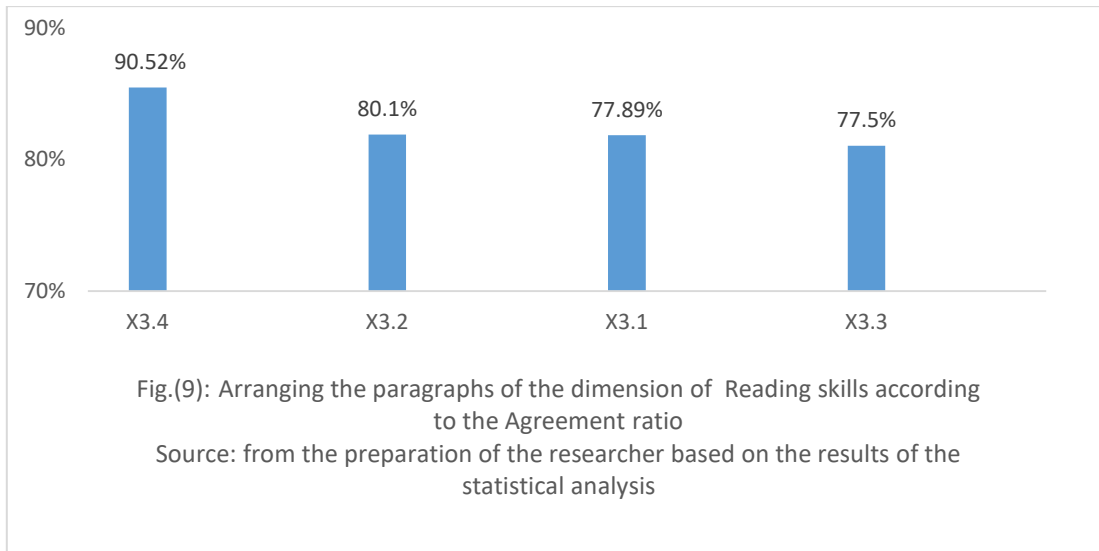
4.3.1.4 Description of the "Writing" Dimension

The results of Table (25) indicate the frequency distributions, mean values, and standard deviations of the research participants' responses regarding the statements (X4.1-X4.4) related to describing their opinions about the "Writing" dimension. The findings show a tendency towards agreement, with (85.79%) of the participants agreeing with the content of these statements, compared to a disagreement rate of (8.16%). The overall agreement rate for the mentioned dimension was (85.79%), with a mean value of (4.13) and a standard deviation of (0.75).

These results suggest that the research sample possesses good levels of indicators for the "Writing" dimension. It indicates the availability of indicators for writing skills among the research sample at a good level.

Among the statements of the "Writing" dimension, the highest agreement rate was observed for statement (X4.3), reaching (93.68%), with a mean value of (4.3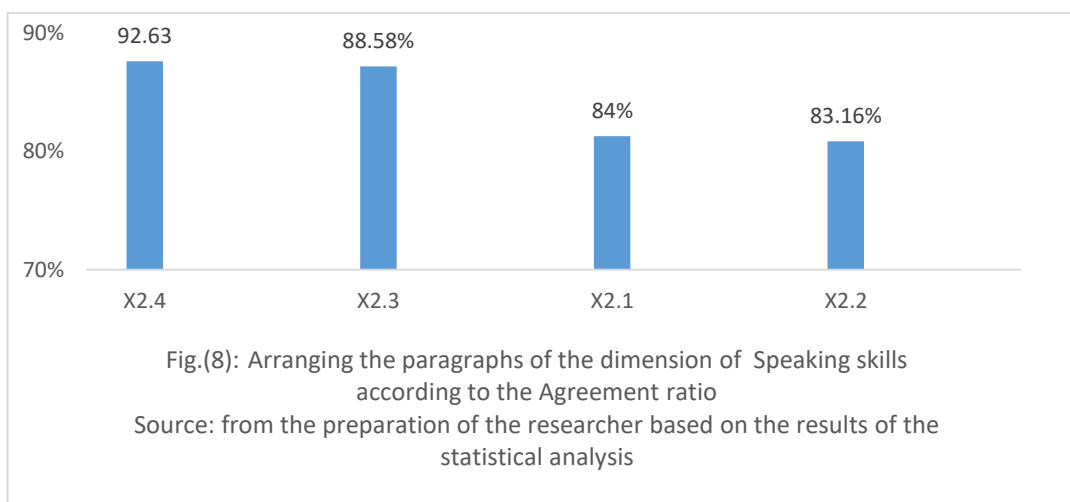5) and a standard deviation of (0.60). This indicates that proficient English writing skills are essential for job retention, promotions, and assuming additional responsibilities. On the other hand, the lowest agreement rate at the statement level was for statement (X4.2), which reached (77.5%),

with a mean value of (3.94) and a standard deviation of (1.16). This suggests that mastering English writing skills can enhance relationships, improve negotiation skills, and develop professional abilities while working in an office, according to the opinions of the research participants from the research sample. Figure (10) illustrates the ranking of the statements in the "Writing" dimension based on the agreement rates of the research sample.

Table (25)

Description of the Writing Paragraphs

paragraphs	#	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard Deviation	Agreement ratio
		1	2	3	4	5			
X4.1	Freq.	6	9	6	36	38	3.96	1.19	77.89%
	%	6.32%	9.47%	6.32%	37.89%	40.00%			
X4.2	Freq.	5	10	6	39	35	3.94	1.16	<u>77.5%</u>
	%	5.26%	10.53%	6.32%	41.05%	36.84%			
X4.3	Freq.	0		6	50	39	4.35	0.60	<u>93.68%</u>
	%	0.00%	0.00%	6.32%	52.63%	41.05%			
X4.4	Freq.	0	1	5	55	34	4.28	0.61	93%
	%	0.00%	1.05%	5.26%	57.89%	35.79%			
Weighted average	Freq.	11	20	23	180	146	4.13	0.75	85.79%
	%	2.89%	5.26%	6.05%	47.37%	38.42%			
		8.16%			85.79%				

Source: from the preparation of the researcher based on the results of the statistical analysis

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Fig.(10): Arranging the paragraphs of the dimension of Writing skills according to the Agreement ratio
Source: from the preparation of the researcher based on the results of the statistical analysis
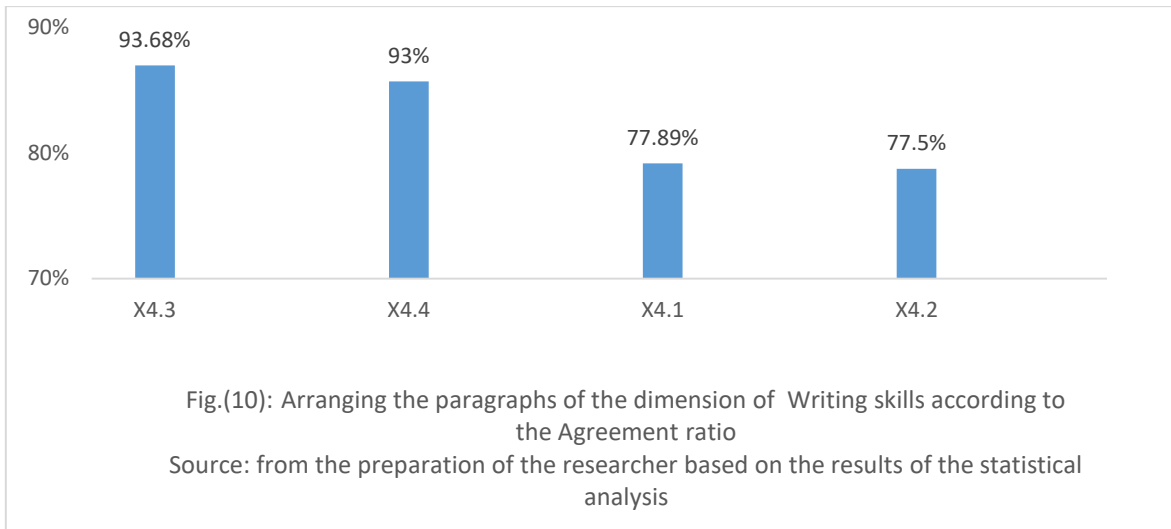
4.3.2 Description of the "Employees' Performance" Variable

The results of Table (26) indicate the frequency distributions, mean values, and standard deviations of the sample respondents' answers regarding the statements (Y1-Y15) related to their opinions about the employees' performance dimension, which tend to show agreement. According to the overall index, (82.95%) of the respondents agree with the content of these statements, compared to (7.51%) who disagree with the content of this dimension. The agreement rate on the mentioned dimension reached (81.70%), with a mean value of (4.08) and a standard deviation of (0.73). This represents an initial result indicating the availability of indicators for the employees' performance dimension among the sample respondents at good levels.

Based on the statements of the mentioned dimension, we find that the highest agreement rate is for statement (Y2), which reached (85.89%), with a mean value of (4.29) and a standard deviation of (0.77). This indicates that employees have a sense of enthusiasm for their work. On the other hand, the lowest agreement rate at the statement level is for statement (Y5), which reached (77.47%), with a mean value of (3.87) and a standard deviation of (1.11). This indicates that the employees and the research sample participants participate in group discussions, work meetings, and international gatherings

as it is stated in figure (11). This is according to the opinions of the respondents from the research sample.

Table (26)

Description of the Employee Performance Paragraphs

paragraphs	#	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard Deviation	Agreement ratio
		1	2	3	4	5			
Y1	Freq.	3	6	4	55	27	4.02	0.93	80.42%
	%	3.16%	6.32%	4.21%	57.89%	28.42%			
Y2	Freq.	1	0	12	39	43	4.29	0.77	85.89%
	%	1.05%	0.00%	12.63%	41.05%	45.26%			
Y3	Freq.	0	5	13	33	44	4.22	0.88	84.42%
	%	0.00%	5.26%	13.68%	34.74%	46.32%			
Y4	Freq.	2	5	7	40	41	4.19	0.94	83.79%
	%	2.11%	5.26%	7.37%	42.11%	43.16%			
Y5	Freq.	5	7	14	38	31	3.87	1.11	77.47%
	%	5.26%	7.37%	14.74%	40.00%	32.63%			
Y6	Freq.	4	5	8	49	29	3.99	0.99	79.79%
	%	4.21%	5.26%	8.42%	51.58%	30.53%			
Y7	Freq.	6	9	5	42	33	3.92	1.16	78.32%
	%	6.32%	9.47%	5.26%	44.21%	34.74%			
Y8	Freq.	3	5	6	50	31	4.06	0.94	81.26%
	%	3.16%	5.26%	6.32%	52.63%	32.63%			
Y9	Freq.	0	4	9	49	33	4.17	0.77	83.37%
	%	0.00%	4.21%	9.47%	51.58%	34.74%			
Y10	Freq.	0	5	17	53	20	3.93	0.78	78.53%
	%	0.00%	5.26%	17.89%	55.79%	21.05%			
Y11	Freq.	1	3	8	49	34	4.18	0.80	83.58%
	%	1.05%	3.16%	8.42%	51.58%	35.79%			
Y12	Freq.	0	5	4	53	33	4.20	0.75	84.00%
	%	0.00%	5.26%	4.21%	55.79%	34.74%			
Y13	Freq.	1	3	11	48	32	4.13	0.82	82.53%
	%	1.05%	3.16%	11.58%	50.53%	33.68%			
Y14	Freq.	2	10	11	43	29	3.92	1.02	78.32%
	%	2.11%	10.53%	11.58%	45.26%	30.53%			
Y15	Freq.	2	5	7	40	41	4.19	0.94	83.79%
	%	2.11%	5.26%	7.37%	42.11%	43.16%			
Weighted average	Freq.	30	77	136	681	501	4.08	0.73	81.70%
	%	2.11%	5.40%	9.54%	47.79%	35.16%			
		7.51%			82.95%				

Source: from the preparation of the researcher based on the results of the statistical analysis

Fig.(11): Arranging the paragraphs of the dimension of Employee
Performance according to the Agreement ratio
Source: from the preparation of the researcher based on the results of the
statistical analysis
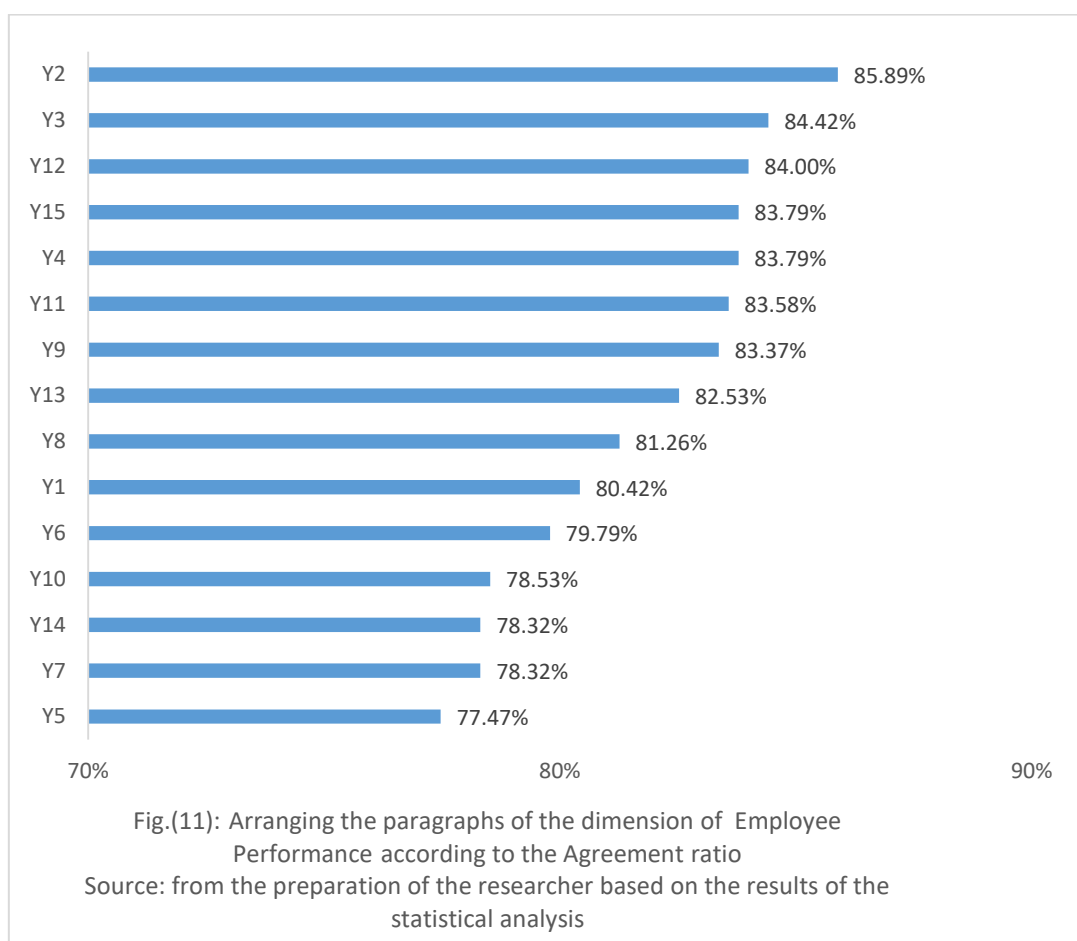
4.3.3 The Ranking Importance of Study Axes Dimensions

The ranking importance of the study axes dimensions can be determined by the mean values and agreement percentages for each dimension within the first axis, which includes skills (listening, speaking, reading, writing), as well as for the second axis, which represents "employee performance." Based on the results presented in Table (27), the following conclusions were reached:

1. It was found that the first axis, represented by "English language skills," ranked first in importance, with a mean value of (4.1132) and a relative importance of (82.263%), compared to the relative importance of the second axis, "employee performance," with a mean value of (4.0849) and an agreement percentage of (81.698%). It is noteworthy

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that the relative importance of both axes was very close, with a difference of no more than 6% between the two percentages. In other words, according to the opinions, it is evident that the two axes, skills, and performance, have the same relative importance, and both should be equally prioritized by the relevant institutions conducting research. Figure (12) illustrates this.

81.698%   82.263%   ■ English Language Skills
                      ■ Employee Performance

Fig.(12): The relative importance of research variables
Source: from the preparation of the researcher based on the results of the statistical analysis
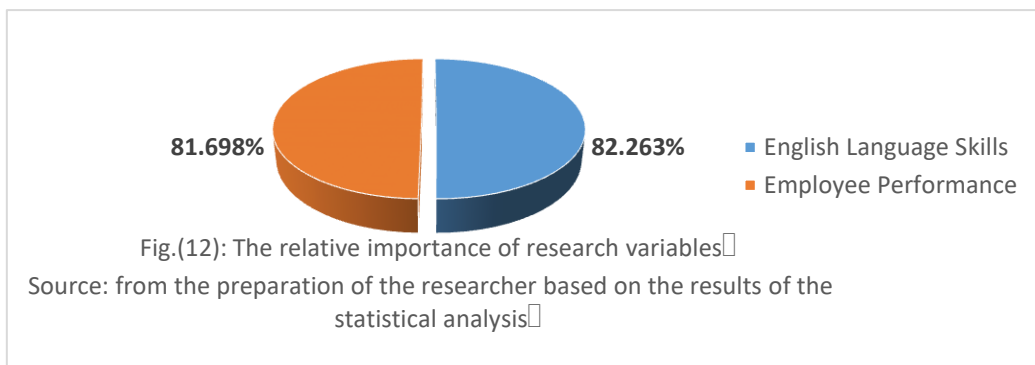
Regarding the dimensions that make up the first axis, "English language skills," it was found that speaking skill ranked first in importance with a mean value of (4.215) and an agreement percentage of (84.211%). It was followed by writing skill, as the opinions agreed on the statements related to this dimension with a percentage of (82.632%), based on the mean value of (4.1316). Reading skill ranked third in importance, with a mean value of (4.1184) and an agreement percentage of (82.368%). Listening skill came in last place with an agreement percentage of (79.842%) and a mean value of (3.9921). Figure (13) illustrates the ranking of the four dimensions according to their relative importance.

It is worth mentioning and emphasizing that institutions, especially those involved in research, should focus on developing and enhancing the employees' skills in the Directorate of Relations by paying attention to these four mentioned dimensions. In the mentioned order, priority should be given

to speaking skill, followed by writing, then reading, and finally, listening. This ranking can be attributed to the nature of the employees' work in the Directorate of Relations in the researched institutions (Public Universities), based on the opinions of the research sample collected in the current field study.

Fig.(13): Arranging the paragraphs of the dimension of English Language Skills according to the Agreement ratio
Source: from the preparation of the researcher based on the results of the statistical analysis
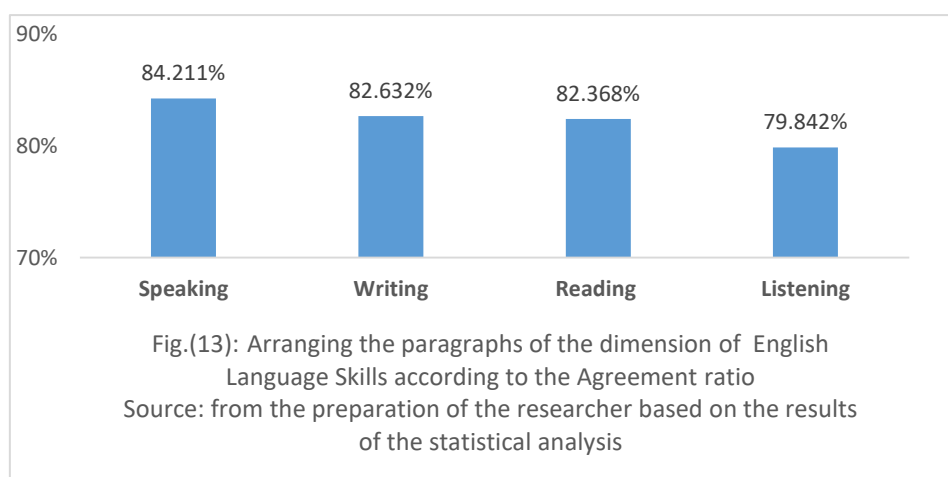
Table (27)

Relative Importance According to the Study Variables

Dimensions	Mean	Ratio Agreement	Importance Level
Speaking	4.2105	84.211%	1
Writing	4.1316	82.632%	2
Reading	4.1184	82.368%	3
Listening	3.9921	79.842%	4
English Language Skills	4.1132	82.263%	1
Employee Performance	4.0849	81.698%	2

Source: from the preparation of the researcher based on the results of the statistical analysis

4.4 Hypothesis Testing of the Study

4.4.1 First Main Hypothesis

Through Table 28, which represents the correlation coefficient values and their statistical significance level between the variable of English language skills with its four dimensions (listening, speaking, reading, writing) collectively, and the variable of employee performance, the researcher aimed to test the first main hypothesis, which states that "there is a significant relationship between English language skills and employee performance in general." The researcher found, based on the results, a significant positive correlation between the two variables, with a correlation coefficient value of (0.819**) at a significance level of (0.05). This confirms the existence of a positive relationship between the variables, indicating that as the levels of English language skills increase in their four dimensions, overall employee performance levels also increase by 81.9%. Therefore, the first main hypothesis, as stated by the researcher, is accepted.

Table. (28)

The correlation coefficient between English Language Skills and Employee Performance

Dependent var. Independent var.	Employee Performance (Y)	Significant Level (sig.)	Significant
English Language Skills (X)	0.819^{**}	0.000	High significant

n=95   **: High significant when Sig≤ (0.01)

*: Significant when Sig≤ (0.05)

Source: from the preparation of the researcher based on the results of the statistical analysis

To test the sub-hypotheses that emerged from the first main hypothesis, the results presented in Table 29 were relied upon. This table represents the

correlation coefficient values and the levels of statistical significance between the dimensions of the English language skills variable, including listening, speaking, reading, and writing, and the variable of employee performance, as indicated below:

4.4.1.1 Sub-Hypothesis 1

The data in Table (29) indicates a significant positive correlation between the dimension of listening skill as part of the variable of English language skills and the variable of employee performance. The correlation coefficient value was (0.603**), which was statistically significant at a significance level of (0.05). This suggests that as the levels of listening skill increase, the levels of employee performance also increase by (60.3%). From this, we can conclude that Sub-Hypothesis 1, which states the existence of a significant correlation between the dimension of listening skill and the variable of employee performance at a significance level of (0.05), is supported. This leads to accepting the relevant hypothesis as proposed by the researcher, based on the opinions of the research sample.

4.4.1.2 Sub-Hypothesis 2

The data in Table (29) indicate the presence of a significant positive correlation between the dimension of speaking skills as part of the variable "English language skills" and the variable of employee performance. The correlation coefficient value was (0.399**), and it was statistically significant at the (0.05) level. This suggests that as the levels of speaking skills increase, the levels of employee performance also increase by (39.9%). Therefore, one can conclude that Sub-Hypothesis 2, which states the existence of a significant correlation between the dimension of speaking skills and the variable of employee performance at the (0.05) level, is confirmed. This leads

to accepting the respective hypothesis as proposed by the researcher, based on the opinions of the research sample.

4.4.1.3 Sub-Hypothesis 3

The data from Table (29) indicates the presence of a significant positive correlation between the dimension of reading skill in the variable of English language skills and the variable of employee performance. The correlation coefficient was (0.595**), which was statistically significant at a significance level of (0.05). This indicates that as the levels of reading skill increase, the levels of employee performance also increase by (59.5%). Therefore, one can conclude that Sub-Hypothesis 3 has been verified, which states the presence of a significant correlation between the dimension of reading skill and the variable of employee performance at a significance level of (0.05). This leads to accepting the relevant hypothesis as proposed by the researcher, based on the opinions of the research sample.

4.4.1.4 Sub-Hypothesis 4

The data from Table (29) indicates the presence of a significant positive correlation between the dimension of writing skill in the variable of English language skills and the variable of employee performance. The correlation coefficient was (0.635**), which was statistically significant at a significance level of (0.05). This indicates that as the levels of writing skill increase, the levels of employee performance also increase by (63.5%). Therefore, one can conclude that Sub-Hypothesis Four has been verified, which states the presence of a significant correlation between the dimension of writing skill and the variable of employee performance at a significance level of (0.05).

This leads to accepting the relevant hypothesis as proposed by the researcher, based on the opinions of the research sample.

Table. (29)

The Correlation Coefficient Between Dimensions of the English Language Skills and Employee Performance

Dependent var. Independent var.		Employee Performance (Y)	significant level (sig.)	Significant
English Language Skills (X)	Listening	0.603**	0.000	High significant
	Speaking	0.399**	0.000	High significant
	Reading	0.595**	0.000	High significant
	Writing	0.635**	0.000	High significant

n=95 **: High significant when Sig≤ (0.01)

*: Significant when Sig≤ (0.05)

Source: from the preparation of the researcher based on the results of the statistical analysis

4.4.2 Second Main Hypothesis

Simple linear regression analysis was used to determine the effect of the independent variable, represented by English language skills with its four dimensions, on the dependent variable, represented by employee performance. This was done to test the second main hypothesis, which stated the presence of a significant effect of English language skills on employee performance. Based on the results of the analysis presented in Table (30), it was found that there is a significant effect of the independent variable (English language skills) on the dependent variable (employee performance) at an overall level (combined dimensions). The significance level of the model was (0.000), which is lower than the assumed significance level (0.05) adopted by the researcher in the study. Additionally, the calculated value of the statistic (F) was (188.983), which is greater than the tabulated value

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(3.945) at degrees of freedom (1, 93), indicating the significance of the effect at a significance level of (0.05).

Based on the mentioned results, it can be concluded that there is a significant effect of English language skills on employee performance. In other words, for an (increase) change to occur in employee performance, English language skills among employees in the researched universities must increase, and vice versa. Therefore, the second main hypothesis, which was presented in the current field study, is accepted.

Through the analysis of the regression equation, it was found that the constant value (B0) was not significant, meaning it does not have statistical significance. This conclusion is based on the significance level value of (0.221), which is greater than the assumed significance level (0.05) adopted by the current study. It is also based on the calculated value of the test statistic (T), which was (1.230), smaller than the tabulated value of the test (1.986) at degrees of freedom (93) and a significance level of (0.05). In other words, the absence of English language skills in general leads to the absence of any levels of performance for employees in the Directorate of Relations of the participating universities.

As for the slope coefficient (B1), it was found to be statistically significant. This conclusion is based on the significance level value of (0.000), which is lower than the assumed significance level (0.05). It is also based on the calculated value of the test statistic (T), which was (13.747), greater than the tabulated value of the test (1.986) at degrees of freedom (93) and a significance level of (0.05).

The coefficient value was (0.911), indicating that a one-unit change in English language skills leads to a change in employee performance by (0.911), which is a change that can be relied upon in interpreting the causal

relationship of the independent variable in the dependent variable. Additionally, through the analysis, it was found that skills explain (67.00%) of the variance in performance, as indicated by the value of the determination coefficient (R^2). The remaining percentage, which is (33.00%), is attributed to other influential factors not included in the model adopted by the researcher in the current study. Figure (14) illustrates the scatter plot of the variables: English language skills (X) and employee performance (Y). It also shows the regression model, where the symbol (X) in the model represents the independent variable represented by English language skills in the current study, and (Y) represents the dependent variable represented by employee performance. Additionally, it shows the value of the determination coefficient (R^2), which represents the square of the correlation coefficient between the mentioned variables.

Table (30):

The effect of English Language Skills on the Employee Performance in General (Gathering)

Dependent var. Independent var.	Employee Performance (Y)			
	Constant coefficient (B_0)	Regression Coefficient (B_1)	F	R^2
English Language Skills (X)	0.340	0.911	188.983	67%
	t(1.230)	t13.747)	sig.(0.000)	
	sig.(0.221)	sig.(0.000)		

Source: from the preparation of the researcher based on the results of the statistical analysis

F(0.05,1,93)=3.945

t(0.05,93)=1.986

Fig. (14)
Scatter plots: English language skills and Employee
performance
Source: from the preparation of the researcher based on the
results of the statistical analysis results of the statistical

For testing the sub-hypotheses, which have been derived from the second main hypothesis, the researcher relied on Table (31), which represents the analysis of regression models for the independent variables represented by the four dimensions of the variable: English language skills, including listening, speaking, reading, and writing, and their impact on the dependent variable represented by employees' performance. Based on the results, the following became apparent:

4.4.2.1 There is a significant and statistically meaningful effect of the listening skill dimension of the English language skills variable on the employees' performance variable. This is based on the value of the statistical significance level of the model, which was lower than the assumed significance level of the current field study, with a value of (0.000). On the other hand, the computed value of (F), which was (98.09), was greater than

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the tabulated value for the test, which was (3.945), with degrees of freedom (1,93). This means that the variations in employees' performance are caused by changes in listening skills. In other words, listening skills have an impact on employee performance. Therefore, the first sub-hypothesis proposed by the researcher can be accepted.

Furthermore, through the results, it was also evident that the parameter values of the regression model, namely the intercept (B0) and the slope (B1), were statistically significant. This is based on the level of statistical significance, which was (0.000) for both parameters, lower than the assumed significance level (0.05). It can also be determined by the computed test statistic (T) values, which were (4.183) and (9.903), respectively, exceeding the tabulated test value of (1.986) at degrees of freedom (93) and a significance level of (0.05).

The intercept value (B0) was found to be (1.23), indicating that if there is no change in listening skills, employee performance will change by a constant value of (1.23). On the other hand, the slope coefficient (B1) was (0.72), indicating that a one-unit change in listening skills leads to a change in employee performance by (0.72). This change can be relied upon in interpreting the causal relationship between the independent variable represented by the dimension of "listening skills" and the dependent variable represented by "employee performance."

Additionally, through the analysis, it was found that listening skills explain (51.33%) of the variance in employee performance, as indicated by the value of the determination coefficient (R^2). The remaining percentage of (48.67%) is attributed to other influential factors not included in the researcher's model in the current study. Figure (15) illustrates the scatter plot of the variables "listening skills" (X1) and "employee performance" (Y), and it also depicts the regression model. The symbol (X) in the model represents

the independent variable of "listening skills" in the current study, while (Y) represents the dependent variable of "employee performance." Additionally, the value of the determination coefficient (R²) represents the squared correlation coefficient between the mentioned variables.
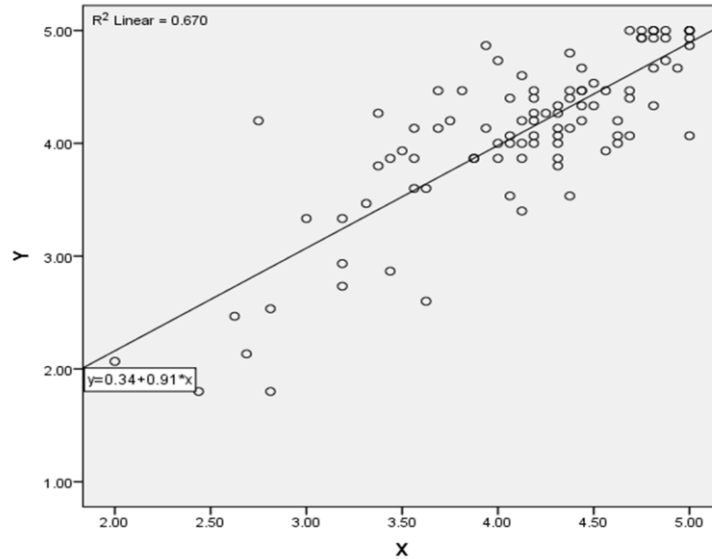

Fig. (15)
Scatter plots: Listening Skill and Employee Performance
Source: from the preparation of the researcher based on the
results of the statistical analysis

4.4.2.2   There is a significant and statistically meaningful effect of the speaking skill dimension of the English language skills variable on the employee performance variable. This is based on the value of the statistical significance level of the model, which was lower than the assumed significance level of the current field study, with a value of (0.000). On the other hand, the computed value of (F), which was (114.52), was greater than the tabulated value for the test, which was (3.945), with degrees of freedom (1,93). This means that the variations in employee performance are caused by changes in speaking skills. In other words,

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speaking skills have an impact on employee performance. Therefore, we can accept the second sub-hypothesis proposed by the researcher.

And through the results, it also became clear that the values of the regression model parameters, namely the intercept (B0) and the slope (B1), were statistically significant. This conclusion was based on the level of statistical significance, which was (0.006) and (0.000) for both parameters, respectively. These values were lower than the assumed level of statistical significance (0.05). Alternatively, it was based on the test statistic value (T), which reached (2.837) and (10.701), respectively. These values were higher than the critical table value for the test (1.986) at degrees of freedom (93) and a level of statistical significance (0.05). It was revealed that the intercept value (B0) was (0.87), which means that if there is no change in speaking skill, the employee performance changes by a constant amount of (0.87). As for the slope value (B1), it was (0.76), indicating that a one-unit change in speaking skill leads to a change in employee performance by (0.76). This change can be relied upon in interpreting the causal relationship between the independent variable represented by the dimension of speaking skill and the dependent variable represented by the variable of employee performance. Additionally, through the analysis, we find that speaking skill explains (55.18%) of the variation in employee performance, as indicated by the coefficient of determination (R²). The remaining percentage, (44.82%), is attributed to other influencing factors not included in the model adopted by the researcher in the current study. Figure (16) illustrates the scatter plot of the two variables, speaking skills (X2), and employees' performance (Y). It also shows the regression model, where the symbol (X) represents the independent variable

(speaking skill) in the current study, and (Y) represents the dependent variable (employee performance). Additionally, it shows the value of the coefficient of determination (R²), which represents the square of the correlation coefficient between the mentioned variables.
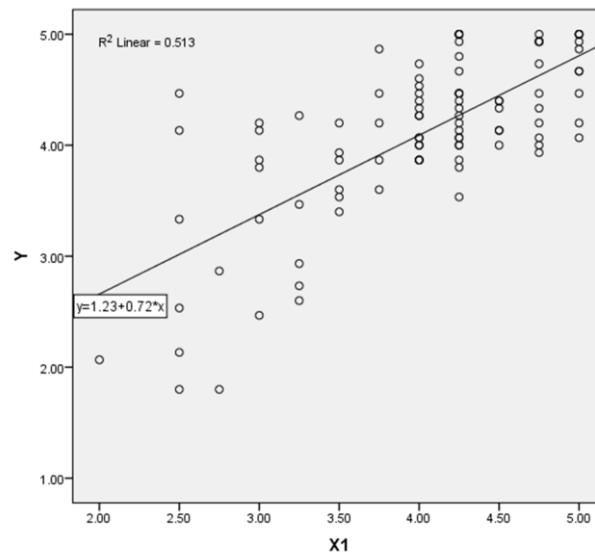

Fig. (16)
Scatter plots: Speaking Skill and Employee Performance
Source: from the preparation of the researcher based on
the results of the statistical analysis

4.4.2.3   There is a statistically significant effect of the dimension of reading skill from the variable of English language skills on the variable of employee performance. This is based on the value of the level of statistical significance of the model, which was lower than the assumed level of significance in the current field study, with a value of (0.000). On the other hand, we find that the value of the statistical test (F), which was (123.05), was higher than the critical table value for the test (3.945) at degrees of freedom (1,93). This means that the changes that may occur in employee performance are caused by changes in reading skills. In other words, reading

skills have an impact on employee performance. Therefore, the third sub-hypothesis proposed by the researcher can be accepted.

And through the results, it also became clear that the values of the regression model parameters, namely the intercept (B0) and the slope (B1), were statistically significant. This conclusion was based on the level of statistical significance, which was (0.001) and (0.000) for both parameters, respectively. These values were lower than the assumed level of statistical significance (0.05). Alternatively, it was based on the test statistic value (T), which reached (3.504) and (11.092), respectively. These values were higher than the critical table value for the test (1.986) at degrees of freedom (93) and a level of statistical significance (0.05). It was revealed that the intercept value (B0) was (0.99), which means that if there is no change in reading skill, the employee performance changes by a constant amount of (0.99). As for the slope value (B1), it was (0.75), indicating that a one-unit change in reading skill leads to a change in employee performance by (0.75). This change can be relied upon in interpreting the causal relationship between the independent variable represented by the dimension of reading skill and the dependent variable represented by the variable of employee performance. Additionally, through the analysis, one can find that reading skill explains (56.96%) of the variation in employee performance, as indicated by the coefficient of determination (R²). The remaining percentage, (43.04%), is attributed to other influencing factors not included in the model adopted by the researcher in the current study. Figure (17) illustrates the scatter plot of the two variables, reading skills (X3), and employee performance (Y). It also shows the regression model, where the symbol (X) represents the independent variable (reading

skill) in the current study, and (Y) represents the dependent variable (employee performance). Additionally, it shows the value of the coefficient of determination (R^2), which represents the square of the correlation coefficient between the mentioned variables.
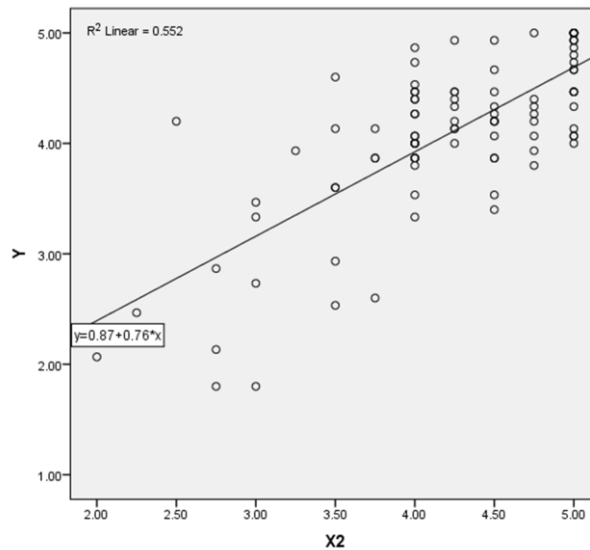

Fig. (17)
Scatter plots: Reading Skill and Employee Performance
Source: from the preparation of the researcher based on
the results of the statistical analysis

4.4.2.4   There is a statistically significant effect of the dimension of writing skill from the variable of English language skills on the variable of employee performance, based on the value of the level of statistical significance of the model, which was lower than the assumed level of significance by the current field study, with a value of (0.000). On the other hand, we find that the value of the statistic (F), which was (103.26), was greater than the critical table value for the test (3.945), with the degree of freedom (1, 93). This means that the variations that may occur in employee performance are caused by the changes in writing skill, indicating that writing skill affects

employee performance. Therefore, the fourth sub-hypothesis proposed by the researcher can be accepted.

Based on the results, it was also evident that the parameter values of the regression model, specifically the intercept (B0) and the slope (B1), were statistically significant. This conclusion was based on the level of statistical significance, which was (0.000) for both parameters, lower than the assumed level of significance (0.05). Additionally, it can be inferred from the test statistic (T) values, which were (4.031) and (10.161) respectively, that they were greater than the critical table value (1.986) at degree of freedom (93) and a significance level of (0.05). This indicates that the intercept value (B0) was (1.17), meaning that if there is no change in writing skill, the employee performance changes by a constant amount of (1.17). On the other hand, the slope value (B1) was (0.70), indicating that a one-unit change in writing skill leads to a change in employee performance by (0.70). This change can be relied upon to interpret the causal relationship of the independent variable, represented by the dimension of writing skill, on the dependent variable, represented by employee performance. Furthermore, through analysis, it is found that writing skill explains a percentage of (52.61%) of the variation that occurs in employee performance, as indicated by the coefficient of determination (R^2). The remaining percentage (47.39%) is attributed to other influencing factors not included in the model adopted by the researcher in the current study.

Figure (18) illustrates the scatter plot of the two variables, writing skill (X4) and employee performance (Y), and also demonstrates the regression model. In the model, the symbol (X) represents the independent variable, which is writing skill in the current study,

while (Y) represents the dependent variable, which is employee performance. Additionally, it shows the value of the coefficient of determination (R^2), which represents the square of the correlation coefficient between the mentioned variables.
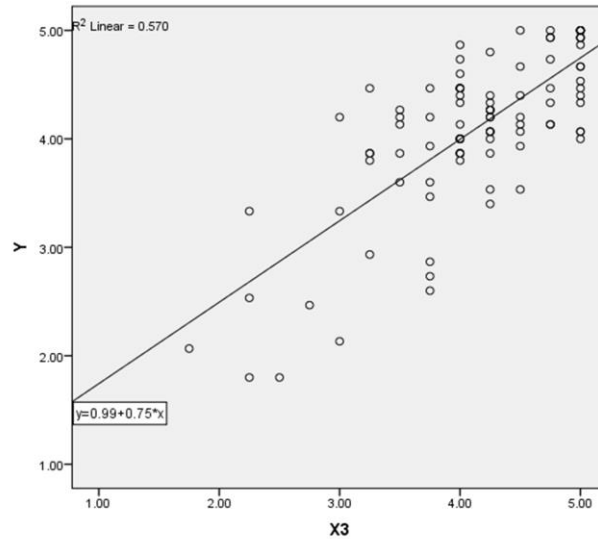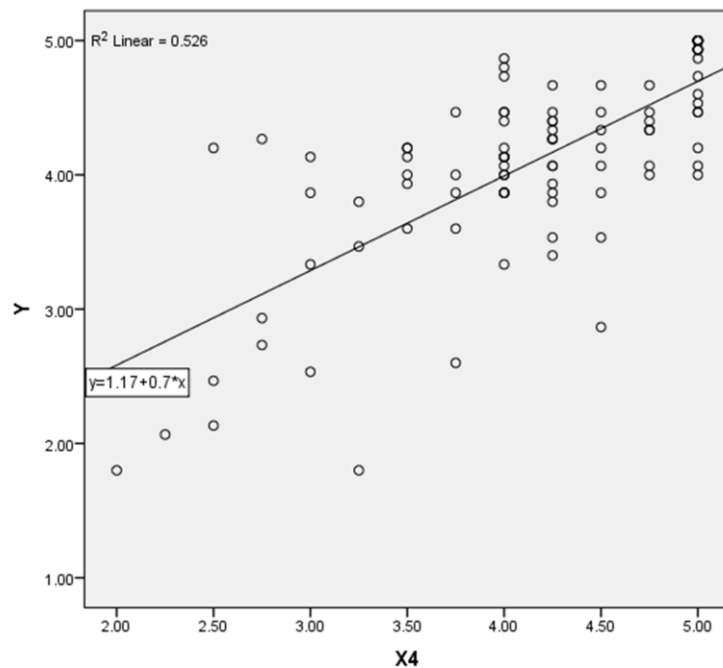

Fig. (18)
Scatter plots: Writing Skill and Employee Performance
Source: from the preparation of the researcher based on the results of
the statistical analysis

Table (31)

The effect of the dimensions of English language skills individually on employee performance

Dependent var. Independent var.	Employee Performance (Y)			
	Constant coefficient (B_0)	regression coefficient (B_1)	F	R2
Listening (X1)	1.23	0.72	98.09	51.33%
	t(4.183)	t(9.903)	sig.(0.000)	
	sig.(0.000)	sig.(0.000)		
Speaking (X2)	0.87	0.76	114.52	55.18%
	t(2.837)	t(10.701)	sig.(0.000)	
	sig.(0.006)	sig.(0.000)		
Reading (X3)	0.99	0.75	123.05	56.96%
	t(3.504)	t(11.092)	sig.(0.000)	
	sig.(0.001)	sig.(0.000)		
Writing (X4)	1.17	0.70	103.26	52.61%
	t(4.031)	t(10.161)	sig.(0.000)	
	sig.(0.000)	sig.(0.000)		

Source: from the preparation of the researcher based on the results of the statistical analysis

$F(0.05,1,93)=3.945$

$t(0.05,93)=1.986$

4.4.3 The Third Main Hypothesis

To test the third main hypothesis, which states that there are statistically significant differences in the study variables based on the variation of personal characteristics of the sample individuals, including "gender, age groups, educational levels, academic titles categories, and years of service.

The researcher used the Independent-Samples T-Test to examine personal characteristics that consist of only two categories, such as

gender. Additionally, the One-Way ANOVA test was used to identify differences among the study variables based on personal characteristics that consist of more than two categories, such as age groups, educational qualifications, academic titles, years of service, etc. as shown below:

4.4.3.1 Differences Based on the Gender Characteristics

The test (t-test) was relied upon to identify differences between the gender categories regarding the study variables, as they consist of two categories (males and females). The results presented in Table (32) indicate that the calculated values of (t) for both the variable "English language skills" and the variable "employee performance" were (-1.582) and (-0.482) respectively. These absolute values were lower than the tabular value (1.986) at degrees of freedom (93) and a significance level of (0.05). This indicates the absence of statistically significant differences in the opinions of the study sample regarding both the variable "English language skills" and the variable "employee performance" based on gender differences among the research participants. This can be confirmed by the calculated significance level (sig.) which was (0.117, 0.630) respectively, exceeding the assumed significance level of the study (0.05). Therefore, it can be concluded that there are no significant differences in the variables based on the gender characteristic, meaning that the opinions of the research sample based on gender have no effect on English language skills and employees' performance (rejecting the first sub-hypothesis).

Table (32)

Differences according to gender characteristics

Study variables	comparison categories	Freq.	Mean	Standard Deviation	The calculated t-value	Sig.
English Language Skills	Female	38	3.984	0.691	-1.582	0.117
	Male	57	4.200	0.625		
Employee Performance	Female	38	4.040	0.731	-0.483	0.630
	Male	57	4.115	0.736		

Source: from the preparation of the researcher based on the results of the statistical analysis

$t(0.05,93)=1.986$

4.4.3.2 Differences Based on Age Categories

Through Table (33), it is evident that there are no significant differences regarding the research variables based on age categories. This is supported by the calculated value of the (F) test, which was (1.626, 1.770) for the respective variables. These values were lower than the tabular value (2.47) at degrees of freedom (90, 4) and a significance level of (0.05). Additionally, the calculated significance level (0.174, 0.142) was lower than the assumed significance level of the study (0.05). This indicates that the variable of age categories does not influence the research variables according to the opinions of the research sample. In other words, English language skills and employee performance do not change with variations in age categories (rejecting the second sub-hypothesis). In clearer terms, regardless of an employee's age, it does not affect their language proficiency or performance.

Table (33)

Differences according to age characteristics

Study variables	Sum of Squares		Difference	Mean Square	F	Sig.
English Language Skills	Between Groups	2.74	4	0.684	1.626	0.174
	Within Groups	37.86	90	0.421		
	Total	40.60	94			
Employee Performance	Between Groups	3.66	4	0.916	1.770	0.142
	Within Groups	46.56	90	0.517		
	Total	50.23	94			

Source: from the preparation of the researcher based on the results of the statistical analysis

F(0.05,4,90)=2.47

4.4.3.3 Differences Based on Educational Levels

According to the educational levels of the research sample, it became apparent that there are significant differences regarding the variables based on the categories of the considered attribute. This is evidenced by the calculated value of the (F) test, which was (11.276) and (8.261) for each of the variables, respectively. These values were higher than the tabular value (2.47) at degrees of freedom (90, 4) and a significance level of (0.05). This indicates the presence of significant differences among the means of the educational level categories to which the participants belong. Additionally, the calculated significance level (0.000) for both variables was lower than the assumed significance level in the study (0.05). Therefore, one can infer that the categories of educational levels affect the research variables, including English language skills and employee performance, according to the opinions of the research sample (Employees of the Directorate of Relations, the Public

Universities in Kurdistan Region- Iraq, thus accepting the third sub-hypothesis as stated in the research for both variables, as shown in Table (34).

Table (34)

Differences according to educational characteristics

Study variables	Sum of Squares		Df	Mean Square	F	Sig.
English Language Skills	Between Groups	13.56	4	3.389	11.279	0.000
	Within Groups	27.04	90	0.300		
	Total	40.60	94			
Employee Performance	Between Groups	13.49	4	3.372	8.261	0.000
	Within Groups	36.74	90	0.408		
	Total	50.23	94			

Source: from the preparation of the researcher based on the results of the statistical analysis

F(0.05,4,90)=2.47

To identify the sources of differences, pairwise comparisons tests were used. Based on Tables (35) and (36), which represent the comparison between the means of the categories of the relevant attribute for both variables, the following was found:

a) Regarding the variable of English language skills, Table (34) indicates that the difference is attributed to the distinction between the category "Institute" and the categories "bachelor's degree, Master Degree, PhD, Other" of the educational level categories. This difference was statistically significant, as indicated by the values of the assumed significance level. All values of the corresponding significance level for the means of the differences were lower than the assumed significance level (0.05) used in the current study. It is

worth mentioning that these significant differences were in favor of the four categories represented by "bachelor's degree, master's degree, PhD, Other." This is because the acceptance levels for individuals within these four categories had positive and optimistic opinions compared to the category with an educational background of "Institute." On the other hand, it was found that the difference is attributed to the category "bachelor's degree" compared to both the categories "master's degree" and "PhD" of the educational level categories.

These significant differences were in favor of the categories "master's degree" and "PhD" because the acceptance levels for individuals within these two categories were positive and optimistic compared to individuals with a "bachelor's degree" educational background. Finally, a difference was found between the categories "master's degree" and "PhD" within the educational level categories, and these differences were statistically significant in favor of the category of "PhD" holders. This is because the acceptance levels in terms of opinions were higher compared to the category of individuals with a "master's degree" within the educational level category. Generally, it was found that opinions and acceptance levels increase as the educational level increases, in accordance with English language skills in general.

Table (35)

results of the multiple -comparisons for the categories of education levels according to the English

language skills variable

Comparisons		Mean Difference	sig.
Institute Degree	Bachelor's Degree	-1.08438[*]	<u>0.00</u>
	Master's degree	-1.35938[*]	<u>0.00</u>
	PhD Degree	-1.76278[*]	<u>0.00</u>
	Others	-1.52604[*]	<u>0.00</u>
Bachelor's Degree	Master's degree	-.27500[*]	<u>0.04</u>
	PhD Degree	-.67841[*]	<u>0.00</u>
	Others	-0.44167	0.18
Master's degree	PhD Degree	-.40341[*]	<u>0.01</u>
	Others	-0.16667	0.62
PhD Degree	Others	0.23674	0.48

Source: from the preparation of the researcher based on the results of the statistical analysis

b. As for the variable of employee performance, Table (36) shows that the difference is attributed to the distinction between the category "Institute" and the categories "bachelor's degree, Master Degree, PhD, Other" of the educational level categories. This difference was statistically significant, as indicated by the values of the assumed significance level. All values of the corresponding significance level for the means of the differences were lower than the assumed significance level (0.05) used in the current study. It is worth mentioning that these significant differences were in favor of the four categories represented by "bachelor's degree, Master's degree, PhD, Other." This is because the acceptance levels for individuals within these four categories had positive and optimistic opinions compared to the category with an educational background of "Institute."

On the other hand, it was found that the difference is attributed to the category "bachelor's degree" compared to the category "PhD" within the

educational level categories. These significant differences were in favor of the category of "PhD" holders because the acceptance levels for individuals within this category were positive and optimistic compared to individuals with a bachelor's degree educational background. Finally, a difference was found between the categories "master's degree" and "PhD" within the educational level categories, and these differences were statistically significant in favor of the category of "PhD" holders. This is because the acceptance levels in terms of opinions were higher compared to the category of individuals with a master's degree within the educational level category. In summary, it was found that the levels of employee performance increase as their educational attainment levels increase.

Table (36)

results of the multiple-comparisons for the categories of education levels according to the employee performance variable

Comparisons		Mean Difference	sig.
Institute Degree	Bachelor's Degree	-1.31333*	0.00
	Master's degree	-1.37179*	0.00
	PhD Degree	-1.87576*	0.00
	Others	-1.75556*	0.00
Bachelor's Degree	Master's degree	-0.05846	0.72
	PhD Degree	-.56242*	0.00
	Others	-0.44222	0.25
Master's degree	PhD Degree	-.50396*	0.01
	Others	-0.38376	0.33
PhD Degree	Others	0.12020	0.76

Source: from the preparation of the researcher based on the results of the statistical analysis

4.4.3.4: Differences According to Academic Title Categories

Through Table (37), it became clear that there are significant differences regarding the variables based on the categories of the relevant characteristic. This is evidenced by the calculated value of the (F) test, which was 6.372 and 3.299 for each of the variables, respectively. These values were greater than the tabulated value of the test, which was 2.705, at the degrees of freedom (91, 3) and the statistical significance level (0.05). This indicates the presence of significant differences between the means of the categories of academic titles to which the participants belong. This is further confirmed by the value of the statistical significance level, which was 0.001, 0.024, respectively, for each of the variables. These values were lower than the assumed statistical significance level in the study, which was 0.05.

We can conclude from this that the categories of academic titles have an impact on the research variables of English language skills and employee performance, according to the opinions of the researched sample of employees at the Directorate of Relations, Public Universities, Kurdistan Region- Iraq. This confirms the acceptance of the fourth sub-hypothesis presented in the research regarding both research variables, namely English language skills and employee performance.

Table (37)

Differences According to Academic Title characteristics

Study variables	Sum of Squares		Difference	Mean Square	F	Sig.
English Language Skills	Between Groups	7.05	3	2.349	6.372	0.001
	Within Groups	33.55	91	0.369		
	Total	40.60	94			
Employee Performance	Between Groups	4.93	3	1.642	3.299	0.024
	Within Groups	45.30	91	0.498		
	Total	50.23	94			

Source: from the preparation of the researcher based on the results of the statistical analysis

$F(0.05,3,91)=2.705$

To identify the sources of differences, post-hoc tests were used, and Table (38) represents the comparison between the means of the categories of the respective characteristic for both variables. It became apparent that the reason for the difference lies in the distinction between the category of "Assistant Professor" and the two categories among the assistant lecturers, as well as the category without any academic titles. This difference was statistically significant, as indicated by the values of the assumed level of significance, where all values for the level of significance corresponding to the means of the differences were lower than the assumed level of significance of (0.05) used in the current study. It is worth mentioning that these significant differences favored the "Assistant Professor" category because the levels of acceptance among individuals within this category were good and optimistic compared to individuals in the two categories of assistant lecturers and the category without academic titles.

Finally, a difference was found between the "Lecturer" category and the category without academic titles, and this difference was statistically significant in favor of the individuals with academic titles within the "lecturer" category. This is because the levels of acceptance in terms of opinions were good compared to the other category of individuals without academic titles. In general, it was found that as the level of the respective characteristic (academic titles) increased, it led to an increase in the level of skills and performance by employees in the Directorate of Relations in the surveyed universities.

Table (38)

Results of the Multiple-Comparisons for the Categories of Academic Titles According to the Language Skills and Employee Performance Variables

Variables	Comparisons		Mean Difference	sig.
English Language Skills	Asst. Lecturer	Lecturer	-0.28571	0.15
		Asst. Prof	-.56250*	0.03
		Non	0.24219	0.15
	Lecturer	Asst. Prof	-0.27679	0.28
		Non	.52790*	0.00
	Asst. Prof	Non	.80469*	0.00
Employee Performance	Asst. Lecturer	Lecturer	-0.35926	0.12
		Asst. Prof	-0.50648	0.09
		Non	0.11019	0.57
	Lecturer	Asst. Prof	0.14722	0.62
		Non	.61667*	0.02
	Asst. Prof	Non	.61667*	0.02

Source: from the preparation of the researcher based on the results of the statistical analysis

4.4.3.5: Differences According to Years of Service Categories:

According to the categories of years of service for employees, it was evident from Table (39) that there are significant differences regarding the variable of English language skills based on the categories of the respective characteristic. This is supported by the calculated value of the (F) test, which was (4.104), surpassing the tabulated value (2.47) at degrees of freedom (90,4), and a statistical significance level of (0.05). This indicates the presence of significant differences between the means of the categories of years of service to which the participants belong. Furthermore, this is also confirmed by the value of the statistical significance level, which was (0.004), lower than the assumed level of statistical significance in the study (0.05). From this, one can infer the acceptance of the hypothesis stating the existence of statistically significant differences in the opinions of the participants in the research sample regarding the variable of English language skills.

As for the variable of employee performance, it was also evident, through the table, that there were no significant differences in the average opinions regarding the respective characteristics. This is based on the value of the (F) test, which was (2.398), lower than the tabulated value for the test (2.47). On the other hand, the level of statistical significance, which was (0.056), was higher than the assumed level of statistical significance in the current study (0.05). Therefore, the hypothesis proposed by the researcher, which states that there are no differences between the categories of years of

service regarding the variable of employee performance is rejected. In other words, regardless of the years of service possessed by the employee, it does not affect their performance, according to the opinions of the participants.

Table (39)

Differences According to Years of Service Characteristics

Study Variables	Sum of Squares		Difference	Mean Square	F	Sig.
English Language Skills	Between Groups	6.26	4	1.566	4.104	0.004
	Within Groups	34.33	90	0.381		
	Total	40.60	94			
Employee Performance	Between Groups	4.84	4	1.209	2.398	0.056
	Within Groups	45.39	90	0.504		
	Total	50.23	94			

Source: from the preparation of the researcher based on the results of the statistical analysis

$F(0.05,4,90)=2.47$

To identify the sources of differences, post- hoc tests were used, and through Table (40), which represents the comparison between the average categories of years of service for the Employee Performance. It was found that the source of difference lies in the distinction between the category of 6-10 years of service and the two categories of 1-5 years and 11-15 years of service. This difference was statistically significant, as indicated by the values of the assumed level of statistical significance, where the value of the corresponding significance level for the average differences was lower than the assumed level of significance (0.05) used in the current study.

It is important to mention that this significant difference favors the categories of 1-5 years and 11-15 years of service. This is because the acceptance levels among employees working in the Directorate of Relations,

Public Universities, Kurdistan Region- Iraq were good and optimistic compared to the category of employees whose years of service range from six to ten years.

Table (40)

Results of the Multiple-Comparisons for the Categories of Years of Service according to the English Language Skills Variable

Comparisons		Mean Difference	sig.
Less than one years	1-5 years	-.15000	.605
	6-10 years	.37546	.215
	11 - 15 years	-.40893	.261
	15 and above	-.19167	.672
1-5 years	6-10 years	.52546*	.001
	11 - 15 years	-.25893	.300
	15 and above	-.04167	.910
6-10 years	11 - 15 years	-.78439*	.004
	15 and above	-.56713	.135
11 - 15 years	15 and above	.21726	.611

Source: from the preparation of the researcher based on the results of the statistical analysis

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5. Conclusions and results

5.1.1 Conclusions

The most important conclusions that have been reached in terms of theoretical facets will be appraised.

1. This research underscores the undeniable influence of English language skills on employee performance within the Directorate of Relations in public universities in the Kurdistan Regional Government. The findings clearly demonstrate that a higher level of English language proficiency among employees corresponds to improved performance in various aspects of their roles.

2. The ability to communicate effectively in English is an asset for employees engaging with international stakeholders, fostering cooperation with foreign institutions, and participating in global academic initiatives. It contributes significantly to the Directorate's capacity to fulfill its responsibilities and objectives.

3. Throughout the research, employees' perspectives within the Directorate of Relations were carefully examined to decipher the extent to which their English language skills influenced their performance. The study was designed to explore and understand the experiences, perspectives, and challenges associated with English skills in this specific professional context.

4. As globalization continues to shape the business landscape and the demand for English language proficiency in the workplace steadily increases, organizations must recognize the imperative of supporting their employees' language learning needs. This research serves as a guiding beacon for organizations, offering a clear understanding of the factors that contribute to the development of English language skills among their workforces.

5. Furthermore, the study offers a blueprint for organizations seeking to implement effective language training programs that can empower their employees to excel in an interconnected world. By investing in such programs, organizations can expect tangible benefits, including enhanced communication, heightened job satisfaction, and increased employability for their staff members.

6. This research underscores the advantages of language learning not only for individual employees but also for the directorates that employ them. The insights derived from this study can pave the way for the creation of more effective language training policies and programs, thereby fostering a win-win scenario where both employees and the directorate of Relations prosper. In an era where effective communication and global engagement are paramount, this research contributes significantly to the evolution of practices that enable employees to thrive and organizations to excel in the international arena.

5.1.2 Results

In this study, the most important result that have been extended in terms of the practical aspects will be highlighted. They are as follows: -

1. The results of the tests conducted on the questionnaire before distribution revealed that they met the criteria of face validity, comprehensiveness, and reliability. This indicates the potential for relying on the data obtained using the questionnaire.

2. The results of the respondents' description showed that the majority of them were males, from the young age group, and held a bachelor's degree. Their total length of service does not exceed ten years, and these indicators indicate the quality and maturity of opinions in the Directorate of Relations at studied public universities.

3. The results of the variable description indicated that the study variables and their dimensions are available at good and high proportions. If the level of speaking skill is good, it is reflected in the respondents' ability in the Directorate of Relations to conduct negotiations and conversations and create a positive mental image.

4. The results of the study's variable description showed the availability of indicators of writing skills at low proportions in the Directorate of Relations of the studied universities. Considering that English writing skills can enhance relationships, improve negotiation skills, and develop professional capabilities while working in the office.

5. The correlation results confirmed the presence of strong relationships between the variables and their dimensions, both at the overall and partial levels, as indicated by high rates. These results affirm a strong association between the variables.

6. The results of simple and multiple regression confirmed the presence of a strong impact of English language skills on employee performance at a

good overall level. This indicates the public universities focus on English language skills in the Directorate of Relations, specifically in listening, speaking, reading, and writing skills, in order to enhance employee performance and efficiency.

7. The results of the rank importance of the dimensions of the English language skills variable indicated that speaking skill occupied the first rank in terms of importance, with a mean score of 4.215 and an agreement percentage of 84.211%. According to the opinions of the study sample, this suggests that the focus should be primarily on speaking skills, followed by writing, reading, and then listening skills. This relative importance is based on the nature of employees' work in the Directorate of Relations in the studied universities.

8. The results of the inferential tests showed no significant differences in the variables based on gender. In other words, the opinions of the study sample, based on gender, have no impact on English language skills and employee performance.

9. The inferential tests indicated no significant differences in English language skills based on age. This suggests that the age categories variable does not have an impact on English language skills, according to the opinions of the study sample.

10. The results of the inferential tests showed significant differences in the variables based on educational levels. This indicates that different educational levels have an impact on the study variables (English language skills and employee performance). In other words, higher levels of academic achievement are associated with higher levels of acceptance, in accordance with English language skills in general.

11. one can infer from the study results that there are significant differences in the variables based on the categories of academic titles. The study

variables, including English language skills and employee performance, show that higher levels of academic titles correspond to higher levels of language skills and performance by employees in the Directorate of Relations of the studied universities.

12. The results of the inferential tests showed significant differences in the variables of English language skills based on years of service. However, regarding the variable of employee performance, there were no significant differences among the categories of years of service. This means that regardless of the years of service possessed by an employee, it does not affect their performance according to the opinions of the study sample.

5.2 Recommendations

This chapter discusses the most important recommendations derived from the study, based on the results of statistical analysis and theoretical conclusions, as follows: -

5.2.1 General Recommendations

1. The study suggests using the questionnaire form as a model for measuring the same variables in other fields, as it includes all the necessary tests before distribution, especially considering the experts and statisticians' feedback. Thus, it has become a ready-made model that can be relied upon in other studies.

2. The study emphasizes the importance of focusing on modern communication tools and advanced technology as a strategy to develop language skills and improve employee performance within the participated universities.

3. Building a culture of English language skills in the Directorate of Relations of the studied universities, in which employees believe in and

embody these skills in their behavior and knowledge, is essential to enhance their performance efficiency.

5.2.2 Implementing Recommendations:

1. It is indispensable for the studied public universities, Directorate of Relations to focus on mature and young age groups who hold university degrees to fully utilize their mental and physical skills in thinking and developing those directorates.

2. It is necessary for the Directorate of Relations, the studied public universities to focus on the study variables and their dimensions, ensuring their availability at good proportions. This can be achieved by emphasizing the development of English language skills and culture in order to improve their performance.

3. It is essential to capitalize on the strong relationships between the main and sub-variables at both the overall and partial levels, as well as the strong correlation between the variables, and direct them towards serving the studied universities.

4. It is crucial to harness the strong causal relationship of English language skills dimensions to enhance the effects between each dimension of English language skills (listening, writing, reading, and speaking) and employee performance. The studied universities' Directorate of Relations should make diligent efforts to support weak relationships, particularly the impact of listening skills on employee performance.

5. It is required for universities to prioritize their employees by enrolling them in training courses to develop their language skills, especially in English, with the aim of strengthening relationships with other international universities.

5.3 Limitations and Future Research:

1. If there were no differences in the respondents' answers according to their characteristics and personal attributes, the study suggests incorporating marital status as an individual characteristic that may highlight differences in responses.

2. The study suggests including private universities in the Kurdistan Region to cover bigger samples and different system of higher education in the Kurdistan Region.

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Appendix: 1

List of Experts for Evaluating the Questionnaire Form

Full Name	Academic title	Specialization	Institute
Dr. Azad Hamad Sharif	Prof.	Modern English and American Literature	Erbil Polytechnic University
Dr. Abdulkhaleq N. Qader	Asst. Prof.	Business Administration	Erbil Polytechnic University
Dr. Shirzad M. M.Sourchi	Asst. Prof.	Business Administration, (Human Resource Management),	Erbil Polytechnic University
Dr. Daroon F. Abdulla	Asst. Prof.	Business Management	University of Sulaimani
Dr. Ismail A. Abdulla	Asst. Prof.	Linguistics/ Cognitive Semantics	Erbil Polytechnic University
Dr. Raad A. Shareef	Lecturer	Business Administration	Ministry of Higher Education and Scientific Research

Appendix: 2
Questionnaire Form in English

The Ministry of Higher Education and Scientific Research

Erbil Polytechnic University

Erbil, Kurdistan Region, Iraq

Questionnaire

Dear participant,

  The research is aiming to collect data for Master's Thesis entitled "**the Impact of English Language Skills on the Employee Performance**" An Analytical Study of Sample Opinions of Employees of Directorate of International Relations Offices/ Public Universities/ Kurdistan Region of Iraq" that will be conducted in Erbil Polytechnic University EPU, under the supervision of **Asst. Prof. Dr. Saman Abdulqadir Hussein Dizayi** & **Asst. Prof. Dlawar Jalal Ghareeb** at Erbil Polytechnic University, Kurdistan Region- Iraq.

  Your input is crucial in accomplishing this research, and your involvement is voluntary. The data collected from you will solely serve academic purposes and will be handled with utmost confidentiality and anonymity. Please provide precise information and ensure that you have answered all the queries. If you have any concerns or inquiries, please do not hesitate to reach out to me via the contact details provided below:

Thank you for your participation

Sincerely yours,

Maqsood Saadi Mohammed

Email: maqsood3605@yahoo.com& Mobile no. : 00964 750 4603315

Direction: Please indicate your answer by placing a (√) in the appropriate alternative

Section A: Demographic Information

1. Sex:

   1. Male ( )   2. Female ( )

2. Age category:

   1. 20-29 years ( )   2. 30-39 years ( )

   3. (40-49 years ( )   4. 50 - 59 years ( )   5. 60 and above ( )

3. Educational Level:

   1. Institute Degree ( )   2. Bachelor's Degree ( )

   3. Master Degree ( )   4. PhD Degree ( )   5. Others ( )

4. Academic Title:

   1. Asst. Lecturer ( )   2. Lecturer ( )

   3. Asst. Prof ( )   4. Prof. ( )   5. Non ( )

5. Working period in the Directorate of Relations/ a university:

   1. Less than one years ( )   2. 1-5 years ( )

   3. 6-10 years ( )   4. 11 - 15 years ( )   5. 15 and above ( )

Section B: Please indicate the extent of your agreement by placing a (√) in the box that best reflects your perception at the Directorate of Relations with the following statements:

Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5

English Language Skills

	Listening skill					
1	I possess sufficient competence in English **listening** to effectively carry out my official duties such as engaging in internal discussions, communicating via telephone, participating in meetings, seminars, conferences, and other related activities.	1	2	3	4	5
2	My proficiency in the English language **listening** skill helps me establish and reinforce relationships, improve my negotiating abilities, and upgrade my career skills.	1	2	3	4	5
3	Having proficient English **listening** skills is imperative for job retention and advancement, as well as taking on additional responsibilities.	1	2	3	4	5
4	In order to improve the English **listening** skill, the university should allocate funds and arrange training programs specifically focused on this aspect.	1	2	3	4	5
	Speaking					
6	My English-**speaking** skill helps me to perform all of my official duties (internal discussion, telephone communication, participation in meetings, seminars, conferences, etc.	1	2	3	4	5
7	English **speaking** skill has an impact on my culture competencies, enables me to build and strengthen relationships, enhance negotiating skill and update my career skills.	1	2	3	4	5
8	Possessing English **speaking** skills is essential to maintain a job, secure a promotion, and undertake new responsibilities.	1	2	3	4	5
9	To enhance the quality of **spoken** English, the university must invest money and organize English speaking skill training programs.	1	2	3	4	5
	Reading					
11	I am able to perform all of my daily tasks that involve **reading skill**, such as emails, webpages, reports, Memorandum of Understanding	1	2	3	4	5

	(MoU), agreements, etc., with competence in my English reading skills.					
12	The ability to proficiently **read** different texts in English empowers me to establish strong connections which ultimately contributes to my professional advancement.	1	2	3	4	5
13	In order to retain employment, secure advancements in rank, and take on novel duties at the work place, it is imperative to possess proficient English **reading** skills.	1	2	3	4	5
14	Proficiently and effectively **reading** a wide range of professional materials such as emails, reports, webpages, MoUs, agreements, and international project or grant calls can substantially elevate an individual's career competency.	1	2	3	4	5
Writing						
16	My English **writing skills** enable me to competently undertake all my daily tasks that require writing abilities, including emails, reports, MoUs, agreements, and other similar tasks.	1	2	3	4	5
17	Proficiency in English **writing skill** enables me to foster relationships, enhance my negotiation skills, and upgrade my career aptitude while serving at the office.	1	2	3	4	5
18	Competent English **writing skills** are indispensable for retaining employment, obtaining promotions, and assuming additional responsibilities.	1	2	3	4	5
19	The capacity to compose concise and unambiguous **written** English materials such as emails and reports can improve an individual's career proficiency.	1	2	3	4	5
Employee Performance						
21	I am able to maintain high standard of work	1	2	3	4	5
22	I have a strong passion for my work	1	2	3	4	5
23	I am very at ease with working in a team.	1	2	3	4	5
24	I believe that mutual understanding can result in a viable solution within an organizational and institutional relationship.	1	2	3	4	5
25	I participate actively in group discussions, work meetings, and international gatherings.	1	2	3	4	5
26	I share knowledge and ideas with both my team members and representatives of international partners.	1	2	3	4	5

27	I maintain good coordination between my colleagues and representatives of university partners.	1	2	3	4	5
28	I communicate effectively with my colleagues to solve problems and make decisions.	1	2	3	4	5
29	I am able to plan my work so that I finish it on time	1	2	3	4	5
30	I kept the desired outcome of my work in mind.	1	2	3	4	5
31	I am capable of setting work priorities	1	2	3	4	5
32	I am able to carry out my work efficiently	1	2	3	4	5
33	I am proficient at managing my time.	1	2	3	4	5
34	I make an effort to stay up-to-date with job-related knowledge.	1	2	3	4	5
35	I work on maintaining up-to-date work skills.	1	2	3	4	5

Thanks for your participation

Appendix: 3

Questionnaire Form in Kurdish

وەزارەتی خوێندنی بالا و توێژینەوەی زانستی

زانکۆی پۆلیتەکنیکی هەولێر

هەولێر- هەرێمی کوردستان- عێراق

ڕاپرسی

بەشداربووی بەڕێز.......

به مەبەستی ئەنجامدانی توێژینەوەی ماستەرنامه له زانکۆی پۆلیتەکنیکی هەولێر له ژێر ناونیشانی (کاریگەری کارامەییەکانی زمانی ئینگلیزی له سەر ئەدای کارمەندان) لێکۆلینەوەیەکی شیکاریه له بارەی بۆچوونی نمونەی کارمەندانی بەڕێوەبەرایەتی پەیوەندییەکان له زانکۆ حکومیەکانی هەرێمی کوردستان، وه له ژێر سەرپەرشتی هەردوو بەڕێزان پ. ی. د. سامان عبدالقادر حسین دزەیی و پ. ی. م. دلاوەر جلال غریب، توێژەر خوازیاری کۆکردنەوەی داتایه له بەڕێوەبەرایەتی پەیوەندییەکان.

بۆچوونی بەڕێزتان زۆر گرنگه بۆ ئەنجامدانی ئەم توێژینەوەیه، بێگۆمان بەشداریکردنتان خۆبەخشانەیه، وه ئەم داتایانەی که بەڕێزتان پێمان دەبەخشن تەنها و تەنها بۆ مەبەستی ئەکادیمی بەکاردەهێنرێت. وه زانیاریه کەسیەکانتان پارێزراو دەبێت وه به نهێنی مامەلەی لەگەل دەکرێت. تکایه داتای وورد و ڕاستمان پێببەخشن وه دلنیا بن له وەی که تەواوی پرسیارەکان وەلام بدرێتەوه.

له ئەگەری بوونی هەر پرسیارێک، تکایه له ڕێگەی ئەم ئیمێل و تەلەفۆنەی خوارەوه پەیوەندیمان پێوه بکەن:

سوپاس بۆ بەشداریکردنتان.............. لەگەل رێزم

مقصود سعدی محمد

ئیمێل: maqsood3605@yahoo.com

تەلەفۆن: 009647504603315

A7

رێنمایی:

تکایه وەڵامەکەت لە رێگەی دانانی ئەم هێمایە (√) بۆ گونجاوترین وەڵام دیاری بکەن

بەشی یەکەم: زانیاری کەسی

1. رەگەز:
ا. نێر ( )   ب. مێ ( )

2. تەمەن:
ا. ٢٠- ٢٩ سال ( )   ب. ٣٠- ٣٩ سال ( )
ج. ٤٠- ٤٩ سال ( )   د. ٥٠- ٥٩ سال ( )   هـ. ٦٠ سال و بە سەرەوە ( )

3. ئاستی خوێندن
ا. بڕوانامەی پەیمانگە ( )   ب. بڕوانامەی بەکالۆریۆس ( )
ج. بڕوانامەی ماستەر ( )   د. بڕوانامەی دکتۆرا ( )   هـ. بڕوانامەی تر ( )

4. نازناوی زانستی
ا. مامۆستای یاریدەدەر ( )   ب. مامۆستا ( )
ج. پرۆفیسۆری یاریدەدەر ( )   د. پرۆفیسۆر ( )   هـ. بێ نازناوی زانستی

5. ژمارەی ساڵەکانی خزمەت لەم بەڕێوەبەرایەتیە
ا. کەمتر لە یەک سال ( )   ب. ١-٥ سال ( )
ج. ٦-١٠ سال ( )   د. ١١-١٥ سال ( )   هـ. ١٥ سال و بە سەرەوە ( )

A8

بەشی دووەم:

تکایە وەڵامەکەت لە ڕێگەی دانانی ئەم هێمایە (√) بۆ گونجاوترین وەڵام بە بۆچونی بەڕێزتان لە بەرێوەبەرایەتی پەیوەندییەکان دیاری بکەن.

	بەتەواوی هاورانیم 1					هاورانیم 2	بێلایەن 3	هاورام 4	بەتەواوی هاورام 5

| ٥ | ٤ | ٣ | ٢ | ١ | کارامەییەکانی زمانی ئینگلیزی | |

					کارامەیی گوێگرتن	
٥	٤	٣	٢	١	من خاوەنی کارامەیی تەواوی گوێگرتنم لە زمانی ئینگلیزی بە شێوەیەک کە بە هۆیەوە دەتوانم کارە فەرمیەکانی وەک بەشداریکردن لە گفتوگۆ و پەیوەندی کردن بە تەلەفۆن وبەشداریکردن ل کۆبوونەوە و سیمینار و کۆنفڕانس ی چالاکیەکانی تر ئەنجام بدەم	١
٥	٤	٣	٢	١	کارامەیی گوێگرتنکەم لە زمانی ئینگلیزی یارمەتیم دەدات لە دروستکردن و بەهێزکردنی پەیوەندی و بەهێزکردنی توانای دانوساندن و بەرزکردنەوەی کارامەییە پیشەییەکانم	٢
٥	٤	٣	٢	١	بوونی کارامەی گوێگرتن لە زمانی ئینگلیزی پێویستە بۆ بەردەوام بوون و بەرەوپێشچوون لە کار و وەرگرتنی هەر بەرپرسیاریەتیەک کە پێم رابسپێردرێت	٣
٥	٤	٣	٢	١	بۆ باشتر کردنی کارامەیی گوێگرتن لە زمانی ئینگلیزی، زانکۆ دەبێت بودجەیەک تەرخان بکات بۆ ڕێکخستنی کۆرسی ڕاهێنانی تایبەت بەم بوارە	٤

					کارامەیی قسەکردن	
٥	٤	٣	٢	١	کارامەیی قسەکردنم بە زمانی ئینگلیزی یارمەتیم دەدات لە ڕاپەڕاندنی ئەرکە فەرمیەکانی وەک گفتوگۆی ناوخۆ و پەیوەندی تەلەفۆنی و بەشداریکردن لە کۆبوونەوە وسیمینار و کۆنفڕانس و هتد	٥
٥	٤	٣	٢	١	کارامەیی قسەکرد لە زمانی ئینگلیزی کاریگەری هەیە لە سەر توانای کەڵتوریم و وام لێدەکات کە بتوانم پەیوەندییەکانم بەهێز بکەم و پەڕە بە توانای دانوساندنم بکەم و باشترکردنی کارامەیە پیشەییەکانم	٦
٥	٤	٣	٢	١	هەبوونی کارامەیی قسەکردن بە زمانی ئینگلیزی پێویستە بۆ بەردەوام بوونم لە کار و دڵنیایی بەرزکردنەوەی پلە و لە ئەستۆگرتنی بەرپرسیاریەتی تازە.	٧
٥	٤	٣	٢	١	بۆ باشترکردنی کوالیتی کارامەیی قسەکردن بە زمانی ئینگلیزی، زانکۆ پێویستە بودجەی پێویست تەرخان بکات بۆ ڕێکخستنی ڕاهێنان لە بواری کارامەیی قسەکردن.	٨

					کارامەیی خوێندنەوە	
٥	٤	٣	٢	١	من دەتوانم تەواوی کارەکانی ڕۆژانەی وەک ئیمیل و ماڵپەر و راپۆرت و یاداشتی لیکتێگەیشتن و ڕێککەوتننامە و کە پێویستیان بە کارامەیی خوێندنەوە هەیە ئەنجام بدەم	٩
٥	٤	٣	٢	١	توانای خوێندنەوەم بە زمانی ئینگلیزی بۆ تێکستە جیاوازەکان بەهێزترم دەکات بۆ دروستکردنی پەیوەندی کە ڕۆلی دەبێت لە بەرەوپێشچوونی	١٠

	5	4	3	2	1		
	٥	٤	٣	٢	١	ژیانی پیشەییم	
	٥	٤	٣	٢	١	بۆ ئەوەی بەردەوام بم لە کارەکەم و پلەم بەرزتر بکرێتەوە و بەرپرسیاریەتی تازە و گرنگتر وەربگرم، گرنگە خاوەنی کارامەیی خوێندنەوە بم لە زمانی ئینگلیزی	١١
	٥	٤	٣	٢	١	خوێندنەوەی ژمارەیەکی بەرفراوانی وەک ئیمێل و راپۆرت و مالپەر و یاداشتی لێکتێگەیشتن و رێککەوتننامە و پرۆژە و بەخششە نێودەولەتیەکان، دەبێتە هۆی بەرزکردنەوەی توانای پیشەیی	١٢
کارامەیی نوسین							
	٥	٤	٣	٢	١	کارامەیی نوسینم لە زمانی ئینگلیزی وام لێدەکات بەشێوەیەکی کاریگەر کارەکانی رۆژانەی وەک ئیمیل و راپۆرت و یاداشتی لێکتێگەیشتن و رێککەوتننامە و ئەرکەکانی ترم ئەنجام بدەم	١٣
	٥	٤	٣	٢	١	کارامەیی پیشەییانەی نوسینم بە زمانی ئینگلیزی وام لێدەکات کە پەیوەندیەکانم بە هێز بکەم و کارامەیی هونەری دانوساندنم باشتر بکەم، لەگەل باشترکردنی کارامەیی پیشەییم لەم بەرێوەبەرایەتیە	١٤
	٥	٤	٣	٢	١	کارامەیی نوسین بە زمانی ئینگلیزی پێویستە بۆ بەردەوام بوون لە کار و بەرزکردنەوە و وەرگرتنی بەرپرسیاریەتی تازە	١٥
	٥	٤	٣	٢	١	توانای دارشتنی تێکستی ئینگلیزی فەرمی بەبێ ناروونی و پیشەییانە، وەک ئیمێل وراپۆرت، کارامەیی پیشەیی تاک باشتر دەکات.	١٦
ئەدای کارمەندان							
	٥	٤	٣	٢	١	من توانای پاراستنی ستانداردی برزم لە ئیشەکەمدا هەیە	١٧
	٥	٤	٣	٢	١	من کارەکەی خۆم خۆشدەوێت	١٨
	٥	٤	٣	٢	١	من زۆر خۆشحالم بە کارکردن لەگەل تیم	١٩
	٥	٤	٣	٢	١	من بروام وایە کە تێگەیشتنی دوو لایەنە دەبێت چارەسەری گونجام لە پەیوەندی دامەزراوەیەکان	٢٠
	٥	٤	٣	٢	١	من بەشێوەیەکی کاریگەر بەشداری لە گفتوگۆ و کۆبوونەوە و کۆرە نێودەولەتیەکان دەکەم	٢١
	٥	٤	٣	٢	١	من زانیاری دەبەخشم بە ئەندامانی تیم و هاوبەشە نێودەولەتیەکانم	٢٢
	٥	٤	٣	٢	١	من هاوئاهەنگی دەکەم لەگەل هاوکاران و نوێنەری هاوبەشەکانی زانکۆ	٢٣
	٥	٤	٣	٢	١	من بەشێوەی کاریگەر و پەیوەندی لەگەل هاوکارنم دەکەم بۆ چارەسەری کێشەکان و پرۆسەی بریاردان	٢٤
	٥	٤	٣	٢	١	من دەتوانم پلانی کارەکانم دابرێژم بە شێوەیەک کە لەکاتی خۆی ئەنجامیان بدەم	٢٥
	٥	٤	٣	٢	١	بەردەوام ئەنجامی کارەکەم لە مێشکدایە	٢٦
	٥	٤	٣	٢	١	من توانای دانانی پێشینەی کارم هەیە	٢٧
	٥	٤	٣	٢	١	من دەتوانم کارەکانم بەشێوەی رێک و پێک ئەنجام بدەم	٢٨
	٥	٤	٣	٢	١	من بە شێوەی پیشەییانە کاتەکانم دابەش دەکەم	٢٩
	٥	٤	٣	٢	١	من درێغی ناکەم لە تازەکردنەوەی ئەم زانیاریانەی کە پەیوەندیان بە کارەکەمەوە هەیە	٣٠
	٥	٤	٣	٢	١	بەردەوام کاردەکەم بۆ تازەکردنەوەی کارامەیی کارکردن	٣١

سوپاس بۆ بەشداریکردنتان..... لەگەل رێزدا

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Appendix: 4

Questionnaire in Arabic

وزارة التعليم العالي والبحث العلمي

جامعة أربيل التقنية

أربيل، إقليم كردستان، العراق

استبيان

تهدف الدراسة إلى جمع البيانات لرسالة الماجستير المعنونة "تأثير مهارات اللغة الإنجليزية على أداء الموظفين " دراسة تحليلية لآراء العينة من موظفي مديريات العلاقات الدولية / الجامعات العامة / إقليم كردستان في العراق" والتي ستُجرى في جامعة أربيل التقنية. تحت إشراف ا. م. د. سامان عبد القادر حسين دزه يي وا. م. دلاوه جلال غريب في جامعة أربيل التقنية، إقليم كردستان - العراق.

مشاركتك ضرورية لإنجاز هذه الدراسة، ومشاركتك فيها هي بشكل طوعي. سيتم استخدام البيانات التي تم جمعها منك لأغراض أكاديمية فقط، وستتم معاملتها بسرية وسرية تامة. يرجى تقديم معلومات دقيقة والتأكد من الإجابة على جميع الاستفسارات. إذا كان لديك أي ملاحظة أو استفسارات، يرجى عدم التردد في التواصل معي عبر تفاصيل الاتصال المقدمة أدناه:

شكرا لمشاركتكم.......مع فائق التقدير

مقصود سعدي محمد

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التوجيه: يرجى تحديد إجابتك عن طريق وضع علامة (√) في البديل المناسب.

القسم أ: المعلومات الديموغرافية

1. الجنس:

ا. ذكر ( )   ب. انثى ( )

2. فئة العمر:

ا. 20- 29 سنة ( )   ب. 30- 39 سنة ( )

ج. 40- 49 سنة ( )   د. 50- 59 سنة ( )   ه. 60 و ما فوق ( )

3. مستوى التعليم:

ا. شهادة المعهد ( )   ب. شهادة البكالوريوس ( )

ج. شهادة الماجستير ( )   د. شهادة الدكتوراه ( )   ه. غير ( )

4. لقب العلمي:

ا. مدرس مساعد ( )   ب. مدرس ( )

ج. استاذ مساعد ( )   د. استاذ ( )   ه. بدون لقب العلمي ( )

5. سنوات الخدمة في مديرية العلاقات:

ا. اقل من سنة ( )   ب. 1-5 سنة ( )

ج. 6-10 سنة ( )   د. 11-15 سنة ( )   ه. 15 سنة و ما فوق ( )

القسم ب: يرجى تحديد مدى موافقتك عن طريق وضع علامة (√) في المربع الذي يعكس تصورك الأفضل في المديرية العلاقات بشأن العبارات التالية:

موافق بشدة 5	موافق 4	محايد 3	غير موافق 2	غير موافق بشدة 1

مهارات اللغة الانكليزية

مهارة الاستماع						
5	4	3	2	1	أمتلك كفاية كافية في فهم اللغة الإنجليزية لأداء واجباتي الرسمية بفاعلية، مثل المشاركة في المناقشات الداخلية، التواصل عبر الهاتف، المشاركة في الاجتماعات، الندوات، المؤتمرات، وغيرها من الأنشطة ذات الصلة.	1
5	4	3	2	1	إتقاني في مهارة الاستماع باللغة الإنجليزية يساعدني في إقامة وتعزيز العلاقات، تحسين قدراتي في التفاوض، وتطوير مهاراتي المهنية.	2
5	4	3	2	1	إمتلاك مهارات الاستماع الإنجليزية المتقنة ضروري للحفاظ على الوظيفة وتقدمها، بالإضافة إلى تحمل المسؤوليات الإضافية.	3
5	4	3	2	1	من أجل تحسين مهارة الاستماع باللغة الإنجليزية، يجب على الجامعة تخصيص أموال وتنظيم برامج تدريبية تركز بشكل خاص على هذا الجانب.	4
مهارة التحدث						
5	4	3	2	1	مهارتي في التحدث باللغة الإنجليزية تساعدني في أداء جميع واجباتي الرسمية (المناقشات الداخلية، التواصل الهاتفي، المشاركة في الاجتماعات، الندوات، المؤتمرات، والخ).	6
5	4	3	2	1	مهارة التحدث باللغة الإنجليزية لها تأثير على قدراتي الثقافية، وتمكنني من بناء وتعزيز العلاقات، وتعزيز مهارات التفاوض، وتحديث مهاراتي المهنية.	7
5	4	3	2	1	امتلاك مهارات التحدث باللغة الإنجليزية أمر ضروري للحفاظ على	8

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					الوظيفة، وتأمين الترقية، وتحمل مسؤوليات جديدة..	
5	4	3	2	1	لتعزيز جودة اللغة الإنجليزية المحكية، يجب على الجامعة استثمار الأموال وتنظيم برامج تدريبية لتنمية مهارة التحدث باللغة الإنجليزية.	9
					مهارة القراءة	
5	4	3	2	1	أستطيع أداء جميع مهامي اليومية التي تتضمن مهارة القراءة، مثل قراءة البريد الإلكتروني، الصفحات الإلكترونية، التقارير، مذكرات التفاهم، الاتفاقيات، وغيرها، بكفاءة في مهارتي القراءة باللغة الإنجليزية.	11
5	4	3	2	1	القدرة على قراءة النصوص المختلفة بطلاقة باللغة الإنجليزية يمنحني القدرة على إقامة اتصالات قوية، مما يسهم في نهاية المطاف في تقدمي المهني.	12
5	4	3	2	1	من أجل الحفاظ على الوظيفة وتأمين الترقيات في المنصب وتحمل مهام جديدة في مكان العمل، فإن الامتلاك المهارات المتقنة في قراءة اللغة الإنجليزية أمر ضروري.	13
5	4	3	2	1	قراءة المواد المهنية بمهارة وفعالية، مثل البريد الإلكتروني والتقارير والصفحات الإلكترونية ومذكرات التفاهم والاتفاقيات ودعوات المشاريع الدولية أو المنح، يمكن أن يرفع بشكل كبير كفاءة الفرد المهنية.	14
					مهارة الكتابة	
5	4	3	2	1	مهارات الكتابة باللغة الإنجليزية تمكنني من تنفيذ مهامي اليومية التي تتطلب قدرات الكتابة بكفاءة، بما في ذلك البريد الإلكتروني والتقارير ومذكرات التفاهم والاتفاقات وغيرها من المهام المماثلة.	16
5	4	3	2	1	إتقان مهارة الكتابة باللغة الإنجليزية يمكنني من تعزيز العلاقات، تحسين مهارات التفاوض الخاصة بي، وتطوير قدراتي المهنية أثناء العمل في المكتب.	17
5	4	3	2	1	مهارات الكتابة الإنجليزية المتقنة لا غنى عنها للحفاظ على الوظيفة، والحصول على الترقيات، وتحمل المسؤوليات الإضافية.	18

	5	4	3	2	1	القدرة على صياغة مواد مكتوبة باللغة الإنجليزية موجزة وواضحة، مثل البريد الإلكتروني والتقارير، يمكن أن تعزز كفاءة الفرد المهنية.	19
اداء الموظفين							
	5	4	3	2	1	أنا قادر على الحفاظ على معايير العمل العالية.	21
	5	4	3	2	1	أنا مشتاق جداً لعملي	22
	5	4	3	2	1	أنا مرتاح جدًا في العمل ضمن فريق.	23
	5	4	3	2	1	أعتقد أن التفاهم المتبادل يمكن أن يؤدي إلى حل مجدٍ في إطار العلاقات التنظيمية والمؤسسية.	24
	5	4	3	2	1	أشارك بنشاط في المناقشات الجماعية، والاجتماعات العملية، والتجمعات الدولية.	25
	5	4	3	2	1	أشارك المعرفة والأفكار مع أعضاء فريقي وممثلي الشركاء الدوليين.	26
	5	4	3	2	1	أحافظ على تنسيق جيد بين زملائي وممثلي شركاء الجامعة.	27
	5	4	3	2	1	أتواصل بفعالية مع زملائي لحل المشكلات واتخاذ القرارات..	28
	5	4	3	2	1	أستطيع تخطيط عملي بطريقة تساعدني على الانتهاء منه في الوقت المحدد.	29
	5	4	3	2	1	أبقيت النتيجة المطلوبة لعملي في ذهني.	30
	5	4	3	2	1	أنا قادر على تحديد أولويات العمل.	31
	5	4	3	2	1	أنا قادر على تحديد أولويات العمل.	32
	5	4	3	2	1	أنا ماهر في إدارة وقتي.	33
	5	4	3	2	1	أبذل جهدًا للبقاء على اطلاع بالمعرفة المتعلقة بالعمل.	34
	5	4	3	2	1	أعمل على الحفاظ على مهارات العمل الحديثة.	35

شكرا لمشاركتكم.........

Appendix: 5

Table (41)
The Values of the Correlation Coefficients Between the Phrases of the "English Language Skills " Axis

	#	X1.1	X1.2	X1.3	X1.4	X2.1	X2.2	X2.3	X2.4	X3.1	X3.2	X3.3	X3.4	X4.1	X4.2	X4.3	X4.4
X1.1	Pearson Correlation	1	.889**	.474**	.220*	.773**	.643**	.383**	.275**	.770**	.658**	.456**	.553**	.713**	.651**	.212*	.469**
	Sig. (2-tailed)		.000	.000	.032	.000	.000	.000	.007	.000	.000	.000	.000	.000	.000	.039	.000
X1.2	Pearson Correlation		1	.547**	.199	.770**	.600**	.382**	.330**	.778**	.683**	.435**	.537**	.704**	.645**	.229*	.434**
	Sig. (2-tailed)			.000	.054	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.026	.000
X1.3	Pearson Correlation			1	.277**	.329**	.354**	.419**	.302**	.328**	.339**	.412**	.473**	.364**	.270**	.388**	.362**
	Sig. (2-tailed)				.007	.001	.000	.000	.003	.001	.001	.000	.000	.000	.008	.000	.000
X1.4	Pearson Correlation				1	.150	.278**	.410**	.338**	.227*	.328**	.539**	.404**	.235*	.172	.315**	.211*
	Sig. (2-tailed)					.147	.006	.000	.001	.027	.001	.000	.000	.022	.096	.002	.041
X2.1	Pearson Correlation					1	.795**	.380**	.351**	.751**	.627**	.340**	.483**	.819**	.735**	.245*	.410**
	Sig. (2-tailed)						.000	.000	.000	.000	.000	.001	.000	.000	.000	.017	.000
X2.2	Pearson Correlation						1	.429**	.464**	.640**	.531**	.401**	.471**	.748**	.729**	.332**	.378**
	Sig. (2-tailed)							.000	.000	.000	.000	.000	.000	.000	.000	.001	.000
X2.3	Pearson Correlation							1	.542**	.286**	.222*	.436**	.298**	.363**	.371**	.438**	.331**
	Sig. (2-tailed)								.000	.005	.031	.000	.003	.000	.000	.000	.001
X2.4	Pearson Correlation								1	.336**	.246*	.443**	.437**	.437**	.463**	.444**	.273**
	Sig. (2-tailed)									.001	.016	.000	.000	.000	.000	.000	.008
X3.1	Pearson Correlation									1	.829**	.477**	.645**	.776**	.721**	.265**	.484**
	Sig. (2-tailed)										.000	.000	.000	.000	.000	.009	.000
X3.2	Pearson Correlation										1	.471**	.608**	.654**	.647**	.261*	.503**
	Sig. (2-tailed)											.000	.000	.000	.000	.011	.000
X3.3	Pearson Correlation											1	.523**	.461**	.501**	.465**	.437**
	Sig. (2-tailed)												.000	.000	.000	.000	.000
X3.4	Pearson Correlation												1	.536**	.499**	.237*	.431**
	Sig. (2-tailed)													.000	.000	.021	.000
X4.1	Pearson Correlation													1	.885**	.394**	.526**
	Sig. (2-tailed)														.000	.000	.000
X4.2	Pearson Correlation														1	.448**	.566**
	Sig. (2-tailed)															.000	.000
X4.3	Pearson Correlation															1	.512**
	Sig. (2-tailed)																.000
X4.4	Pearson Correlation																1
	Sig. (2-tailed)																

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

*: Correlation is significant at the 0.05 level (2-tailed).

Source: from the preparation of the researcher based on the results of the statistical analysis

Appendix: 6

Table (42)
The Values of the Correlation Coefficients Between the Phrases of the "Employee Performance " Axis

	#	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
Y1	Pearson Correlation	1	.701**	.695**	.725**	.637**	.584**	.618**	.675**	.649**	.590**	.694**	.569**	.569**	.595**	.664**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
Y2	Pearson Correlation		1	.564**	.644**	.664**	.574**	.538**	.648**	.563**	.571**	.536**	.430**	.516**	.534**	.629**
	Sig. (2-tailed)			.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
Y3	Pearson Correlation			1	.557**	.574**	.563**	.644**	.716**	.592**	.462**	.565**	.577**	.555**	.533**	.621**
	Sig. (2-tailed)				.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
Y4	Pearson Correlation				1	.665**	.630**	.629**	.672**	.562**	.532**	.679**	.594**	.623**	.586**	.625**
	Sig. (2-tailed)					.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
Y5	Pearson Correlation					1	.729**	.755**	.768**	.561**	.606**	.564**	.526**	.604**	.657**	.676**
	Sig. (2-tailed)						.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
Y6	Pearson Correlation						1	.744**	.670**	.504**	.468**	.565**	.458**	.487**	.588**	.618**
	Sig. (2-tailed)							.000	.000	.000	.000	.000	.000	.000	.000	.000
Y7	Pearson Correlation							1	.790**	.612**	.535**	.634**	.603**	.706**	.650**	.668**
	Sig. (2-tailed)								.000	.000	.000	.000	.000	.000	.000	.000
Y8	Pearson Correlation								1	.603**	.632**	.691**	.582**	.667**	.626**	.672**
	Sig. (2-tailed)									.000	.000	.000	.000	.000	.000	.000
Y9	Pearson Correlation									1	.647**	.697**	.789**	.663**	.714**	.695**
	Sig. (2-tailed)										.000	.000	.000	.000	.000	.000
Y10	Pearson Correlation										1	.623**	.500**	.587**	.612**	.576**
	Sig. (2-tailed)											.000	.000	.000	.000	.000
Y11	Pearson Correlation											1	.683**	.651**	.647**	.679**
	Sig. (2-tailed)												.000	.000	.000	.000
Y12	Pearson Correlation												1	.635**	.648**	.609**
	Sig. (2-tailed)													.000	.000	.000
Y13	Pearson Correlation													1	.680**	.623**
	Sig. (2-tailed)														.000	.000
Y14	Pearson Correlation														1	.787**
	Sig. (2-tailed)															.000
Y15	Pearson Correlation															1
	Sig. (2-tailed)															

**: Correlation is significant at the 0.01 level.
*: Correlation is significant at the 0.05 level.
Source: from the preparation of the researcher based on the results of the statistical analysis

پوختە:

ئامانج لەم توێژینەوەیە بریتیە لە زانین و دۆزینەوەی پەیوەندی و کاریگەری کارامەییەکانی زمانی ئینگلیزی لە سەر ئەدای کارمەندان. کارامەییەکانی زمانی ئینگلیزی کە دووریەکانی بریتین لە کارامەیی گوێگرتن و قسەکردن و خوێندنەوە و نوسین بە گۆڕاوی سەربەخۆ لە سەر گۆڕاوی نا سەربەخۆ کە ئەدای کارمەندانە گوزارشت دەکرێت.

بۆ گەیشتن بە وەڵامی پرسیارەکانی ئەم توێژینەوەیە، سێ گریمانەی سەرەکی بۆ تاقیکردنەوەیان پێشکەش کراوە، وە توێژینەوەکە بۆ دوو بەشی سەرەکی دابەشکراوە، بە شی یەکەم تایبەتە بە لایەنی تیۆری هەردوو گۆڕاوەکە، بەڵام بەشی دووەم پەیوەستە بە لایەنی کرداری کە تیایدا دیراسەی راستەقینەی هەبوونی پەیوەندی کاریگەری لە نێوان هەردوو گۆڕاوی توێژینەوەکە لە لە بەرێوەبەرایەتی پەیوەندییەکان لە (١٤) زانکۆ حکومی لە هەرێمی کوردستانی عێراق ئەنجام دراوە. ١٠٢ فۆرمی راپرسی بە شێوەیەکی رەمەکی لە رێگەی (Google Form) بە سەر کارمەندانی ئەم بەرێوەبەرایەتیانە دابەش کراوە، وە (٩٥) فۆرم گەڕاوەتەوە و گونجاوە بۆ شیکارکردن. پاش کۆکردنەوەی داتا و پرۆسێسکردنی بە بەرنامەی شیکردنەوەی ئاماری (SPSS v.26) گەیشتین بە ژمارەیەک دەرئەنجام، وە گرنگترینیان بریتین لە هەبوونی پەیوەندییەکی بەهێز و مەعنەوەی لە نێوان هەردوو گۆڕاو و دووریەکانیان لە سەر ئاستی گشتی و بەشی، وە بەرزی هاوکێشەی پەیوەندییەکان جەخت لە کۆمکاری بەهێزی نێوان هەردوو گۆڕاو دەکاتەوە. وە ئەنجامەکان جەخت لە هەبوونی کاریگەری مەعنەوەی کارامەییەکانی زمانی ئینگلیزی لە سەر ئاستی گشتی دەکەنەوە، وە ئەمەش گەواهی دەرە لە سەر گرنگی پێدانی زانکۆ بەشداربووەکان بە پیادەکردنی کارامەییەکانی زمانی ئینگلیزی کە بریتین لە (گوێگرتن و قسەکردن و خوێندنەوە و نوسین) بۆ بەدەستهێنانی باشترین ئەدای کارمەندان. لە سەر بنەمای ئەنجامەکان، توێژەر ژمارەیەک لە پێشنیاری خستۆتە روو، وە گرنگترینیان بریتین لە: پێویستە زانکۆکان گرنگی بە کارمەندەکانیان بدەن لە رێگەی پشتگیری کردنیان بۆ بەشداریکردن لە خولەکانی راهێنانی تایبەت بە پەرەپێدانی کارامەییەکانی زمان و کارامەیی زمانی ئینگلیزی بە تایبەتی بۆ پتەوکردنی پەیوەندییەکانیان لە گەل زانکۆ نێودەوڵەتیەکانی تر، و دروستکردنی کەلتوری کارامەییەکانی زمانی ئینگلیزی لە بەرێوەبەرایەتی پەیوەندییەکان لە زانکۆ بەشداربووەکان بە شێوەیەک کە کارمەند بروای پێیەهەبێت، وە رەنگ بداتەوە لە رەفتار و هەڵسوکەوتی بۆ بەرزکردنەوەی ئاستی کارامەیی و کارکردنیان.

توێژینەوەکە بە چەند پێشنیازێک بۆ یارمەتی دانی ئەو توێژەرانەی کە لە داهاتوو توێژینەوەی پەیوەندیدار بە گۆڕاوەکانی ئەم توێژینەوەیە ئەنجام دەدەن کۆتایی پێهێنرا

ووشەی سەرەکی: کارامەییەکانی زمانی ئینگلیزی و ئەدای کارمەندان و بەرێوەبەرایەتی پەیوەندییەکان و زانکۆ حکومیەکان

الملخص:

تهدف الدراسة الى التعرف وإيجاد العلاقة والأثر للمهارات اللغة الانكليزية على اداء الموظفين ، ويعبر تطبيق المهارات اللغة الانكليزية المتغير المستقل المتمثل ابعادها (مهارة الاستماع ، مهارة التحدث، والقراءة ، ومهارة الكتابة) على المتغير التابع اداء الموظفين.

وللإجابة على إشكالية الدراسة تم تقديم ثلاثة فرضيات رئيسية لاختبارهم وتم تقسيم البحث الى جزئين الأولى تم من خلال التطرق للجوانب النظرية المتعلقة بمتغيري الدراسة، اما الثاني فيمثل الجانب الميداني للدراسة والذي تم من خلاله دراسة حقيقية وجود العلاقة التأثيرية بين متغيري الدراسة في االجامعات (مديريات العلاقات)المبحوثة المتكونة (14) جامعة حكومية، حيث تم توزيع بطريقة عشوائية استمارة الاستبيان عن طريق Google form (102) استمارة و تم استرجاع (95) استمارة صالحة للتحليل. بعد تفريغ البيانات التحصيل عليها من إجابات افراد العينة على أسئلة الاستمارة في برنامج التحليل الاحصائي 26 (.spss v)وتشغيل البرنامج تم التوصل الى مجموعة من النتائج كانت اهمها, وجود علاقة ارتباط قوية معنوية بين المتغيرين وابعادها على المستوى الكلي والجزئي اذكانت معاملات ارتباط عالية وهذه النتائج توكد التلازم القوي بين المتغيرين. وأكدت نتائج الى وجود تأثير معنوي للمهارات الغة الانكليزية على مستوى العام وهذا يدل على اهتمام الجامعات المبحوثة بممارسة ابعاد المهارات اللغة الانكليزية والمتمثلة (بالاستماع ، التحدث ، القراءة والكتابة) من اجل اداء افضل للموظفين. وبناء على النتائج قدم الباحث مجموعة من المقترحات أهمها: ضرورة ان تهتم الجامعات بالموظفين من خلال ادخالهم في دورات تدريبية لتطوير مهاراتهم اللغوية وخاصة الانكليزية لغرض توطيد العلاقات مع الجامعات العالمية الاخرى وبناء ثقافة مهارات اللغة الانكليزية في المديريات العلاقات في الجامعات المبحوثة بحيث يؤمن به الموظفين ويجسدونها في سلوكهم وعلمهم لغرض رفع كفاءة ادائهم.

واختتمت الدراسة بمجموعة من المقترحات الدراسة مستقبلية لمساعدة الباحثين لبحثها في دراسات وبحوث ذات صلة بمتغيرات الدراسة الحالية.

الكلمات المفتاحية: مهارات اللغة الانكيزية، اداء الموظفين، مديريات العلاقات، جامعات الحكومية

زانکۆی پۆلیتەکنیکی هەولێر

ERBIL POLYTECHNIC UNIVERSITY

کاریگەری کارامەییەکانی زمانی ئینگلیزی لە سەر ئەدای کارمەندان

لێکۆڵینەوەیەکی شیکاریە لە بارەی بۆچوونی نمونەی کارمەندانی
بەڕیوەبەرایەتی پەیوەندییەکان لە زانکۆ حکومیەکانی هەرێمی کوردستان

ماستەرنامەیەک
پێشکەشی زانکۆی پۆلیتەکنیکی هەولێر کراوە وەک بەشێک لە پێداویستیەکانی بە
دەستهێنانی پلەی ماستەر لە زانستی کارگێری کار

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بەکالۆریۆس لە زمان و ئەدەبی ئینگلیزی لە زانکۆی سەلاحەدین- هەولێر ٢٠٠٤

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کوردستان- هەولێر
٢٠٢٣