

Original Article

Examining the Significance of Communication in the Context of Future Engineers: A Comparative Analysis

Intisar K. Saleh¹

¹ Kirkuk Engineering Technical College/ Northern Technical University/ Iraq
intisarks@gmail.com

Corresponding Author: intisarks@gmail.com

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Abstract: The study looks at how engineering teams may use communication to innovate, emphasising how important it is to communicate throughout the project's ideation and implementation phases. It looks into how effective communication can encourage the exchange of ideas, spark creative thinking, and lead to the development of ground-breaking solutions for difficult technical challenges. The study also looks into how communication impacts project management practices, highlighting how crucial it is for setting clear objectives, monitoring due dates, and lowering risks. The research emphasises the critical relationship between communication skills and project performance in engineering pursuits by elucidating these connections. The ethical implications of communication in the engineering domain are also examined, with a focus on issues of honesty, integrity, and openness in interpersonal interactions. Through bringing these moral issues up in conversation, the study provides a thorough grasp of the function of communication in engineering practice and education. In order to cultivate a new generation of proficient communicators who will be able to foster innovation and growth in the sector, it also provides stakeholders in academia and industry with helpful ideas.

Keywords: Interprofessional teamwork, communication skills, engineering education, comparative analysis and future engineers.

1. INTRODUCTION

The world is experiencing extraordinary technology discoveries and societal upheavals that require engineers to manage them quickly. Engineers have a duty to provide innovative, sustainable solutions to challenging global problems, which calls for more than simply technical know-how[1]. On the other hand, effective communication is sometimes overlooked in the never-ending pursuit of technological expertise [2]. This neglect is especially concerning for upcoming engineers, who have to deal not only with the complexities of their respective areas but

also with the challenges of problem-solving, innovation, and teamwork in a globalised society. In a time of rapid information sharing and interconnection, it is critical to be able to communicate concepts, work out agreements, and encourage interdisciplinary cooperation[3]. This study intends to close this crucial gap by carrying out a thorough comparative analysis of future engineers' communication skills, highlighting their significance in promoting initiatives for sustainable development across a range of cultural and geographic contexts and making a meaningful social impact. [4].

This research uses a comparative approach to study communication in order to identify the subtle differences in the ways that various engineering disciplines prioritise and use communication in their respective settings [5]. We aim to explain the differing levels of importance given to communication skills in various engineering domains through comprehensive empirical investigations that include surveys, interviews, observational studies, and in-depth case studies of well-known engineering projects and teams. Moreover, this investigation seeks to identify the changing communication landscape within the engineering profession by utilising comparative frameworks that consider cultural, organisational, and technological aspects [6-7]. Furthermore, the study explores the significance of interdisciplinary cooperation and the incorporation of varied viewpoints in augmenting communication efficiency in engineering groups. Further, this study aims to offer thorough insights into the intricate dynamics of communication in engineering contexts by examining the effects of globalisation and digitalization on engineering communication practices, including the adoption of virtual communication tools and the difficulties presented by linguistic and cultural differences [8].

By highlighting the crucial role that communication plays in determining the competences, success, and societal influence of future engineers, this study ultimately hopes to offer educators, practitioners, and policymakers useful insights. [9-10]. By doing this, we seek to promote a better awareness of the relationship between technical proficiency and effective communication, enabling the following generation of engineers to meet the opportunities and overcome the problems of a constantly changing environment [11].

2. LITERATURE REVIEW

As engineering advances, prospective engineers are realising that concentrating solely on technical and scientific courses would not adequately educate them for the range of challenging issues they will face. They are aware that effective communication skills are necessary for both creativity and efficient problem-solving [12]. Although engineering education has always followed a linear framework, courses now place a greater emphasis on foundational knowledge before delving into more complex and specialised subjects. This change reflects an appreciation for the significance of communication when using technical expertise [13]. It emphasises how important it is to ensure that engineers possess not only highly developed technical abilities but also the ability to

communicate clearly, collaborate well with others, and adapt to changing environments.

This study is to assess students' impressions as well as understand the perspectives of educators and administrators involved in delivering software-specific courses. Through the use of surveys and interviews with faculty members and educational administrators, the study hopes to get comprehensive insights on the planning, implementation, and assessment of communication components within these courses [14]. The study also looks into the barriers and challenges that educators and learners can run into when integrating communication skills into courses that focus a lot on software. This means examining elements that may impact the effectiveness of communication training in technical settings, such as pedagogical tactics, cultural considerations, and resource constraints. In order to identify potential for innovation and improvement in software-related education programmes, the study also examines how well course objectives, industry requirements, and students' career ambitions correspond. In order to better prepare students for success in the rapidly evolving technological environment, the study aims to support ongoing efforts to raise the quality and apply ability of software-specific courses through a thorough analysis of these aspects.

The impact of communication skills on the future career paths of civil engineering students is examined in this recent Australian study by Maryam Khosronejad and Rafael A. Calvo. In order to properly prepare students for the changing needs of the labour market, the research emphasises the significance of these abilities and makes a strong case for a complete curriculum redesign [15]. Noting that good communication requires more than just proficient writing, the emphasis is on addressing the essential soft skills that businesses are starting to value more and more.

Although writing skills are highly regarded in the engineering department, Khosronejad and Calvo point out a hole that needs to be remedied. Their research suggests that developing communication skills should entail more than simply conventional techniques; in particular, they advise incorporating online communication technology. These resources offer engineering students a convenient and helpful setting for honing their communication skills because they are already familiar with them. This intentional use of technology aims to provide students with a wide variety of abilities required for success in the civil engineering business by bridging the gap between academic preparation and practical professional expectations [16].

Graduating students now need to have a different set of skills because of globalisation and Industry 4.0. Language fluency abroad, quick and effective communication skills, the ability to work well in a team, and great time management are a few of these. University courses are being adjusted in response to employers' growing demand for these abilities. But there's still a big problem: a lot of students choose technical disciplines over electives and underestimate the significance of these talents. Studies investigating engineering students' views on the importance of these competencies highlight a critical deficiency, especially with relation to oral communication skills. Research also assess a variety of competences, including communication, cooperation across disciplines, environmental awareness, professionalism, and lifelong learning. Regrettably, research continually shows that engineering students lack soft communication abilities, which has led scholars to call for targeted educational programmes [17].

"The research findings from the previous year, which were based on an extensive study with a diverse cohort of students, clearly indicated a prevalent sentiment among participants about the perceived insignificance of technical language and managerial communication courses. Students from a variety of academic backgrounds shared the opinion that having these skills would not be very beneficial in the long run for them if they wanted to pursue careers in technology. In spite of this belief, proactive steps were made to improve instructional strategies, which are carefully described in a later study [18]. Additionally, a number of events where the interview approach was carefully utilised were made possible by cooperative efforts with human resource specialists in several industry sectors. The ensuing information absolutely confirmed the claim that soft skills are becoming more and more important in a constantly changing work environment. Even in light of this data, a sizable segment of the student body is still dubious, if not downright doubtful, regarding the real worth of these competences. Remarkably, more thorough examination of earlier study results revealed a common pattern across students: a considerable proportion tended to choose technical career routes mainly because of fears related to social interaction [19]. As a result, they frequently place more value on gaining advanced technical knowledge than they do on the transforming power of soft skills to improve employability, interview performance, and career progression opportunities."

3. THE RESEARCH METHOD

The study's parameters included the following:

- Students from UMFST's Faculty of Engineering who have finished courses in

Managerial and Technical Language Communication make up the target group.

- 66 engineering students serve as samples.
- The type of sampling is ad hoc.
- The participants were chosen by using targeted outreach tactics to distribute the questionnaires to a wide range of potential respondents via professional networks and different internet platforms.

Our study is to explore the unique opportunities and problems experienced by engineering students in developing communication skills across varied cultural and educational contexts, in addition to focusing on a representative sample of students worldwide who are affiliated with ESTIEM. We want to incorporate institutional and geographical distinctions in communication education, as we acknowledge their significance in this regard [20]. Also, given the growing importance of remote work arrangements and virtual cooperation in the engineering industry, we will investigate how technology plays a part in the development of communication skills. We seek to discover optimal methods for incorporating digital tools into engineering communication courses efficiently by investigating the interface between technology and communication pedagogy. In addition, by looking at variables such participant work satisfaction, pay advancement, and job placement rates, our study aims to evaluate the long-term effects of communication training on students' career paths and professional growth. Our goal with this multipronged approach is to offer thorough insights that will guide educational policies as well as industry standards for engineering communication competencies [21-22]. Depending on the purpose of the research and of the literature, the structure of the questionnaire was designed to validate the following assumptions:

- **H01:** Among the different interpersonal skills taught in communication courses, the ability to work well in multicultural teams stands out as the most important and demanding.
- **H02:** Systemic skill development is emphasised in communication courses, with a special emphasis on the capacity to manoeuvre and adjust to novel circumstances.
- **H03:** The foundation for developing systemic abilities in aspiring engineers is effective communication.
- **H04:** A vast majority of students recognise the importance of effective communication in all forms—written, spoken, and nonverbal—as a crucial factor in obtaining jobs and developing a career in engineering.
- **H05:** According to students' perspectives, passive listening has little impact on one's ability to master technical communication;

instead, the need of information structuring is emphasised.

4. FINDINGS

Incorporating further data points into the graphical representation allows us to further deepen our study. These include quantitative data from courses and instructors as well as qualitative comments, academic success indicators, and student happiness scores. Our goal in combining these disparate data sets is to offer a thorough assessment of how the new teaching approaches have affected different facets of the communication courses and their results. The comparison analysis provides important insights into the efficacy and effectiveness of the modifications that were implemented over the research period, and we also

highlight any noteworthy trends or patterns that come out of it.

Public speaking is important for engineering careers, as Figure 1 highlights the importance of intra-group communication as the most developed talent, with mass communication coming in second. A significant factor in the increased focus on intra-group communication seen in this study was the inclusion of group games and activities that promote mutual understanding among group members. The results presented in Figure 2 therefore confirm our hypothesis H01, which states that among the interpersonal skills taught in communication courses, the ability to work well in multicultural teams is the most important and difficult to master.

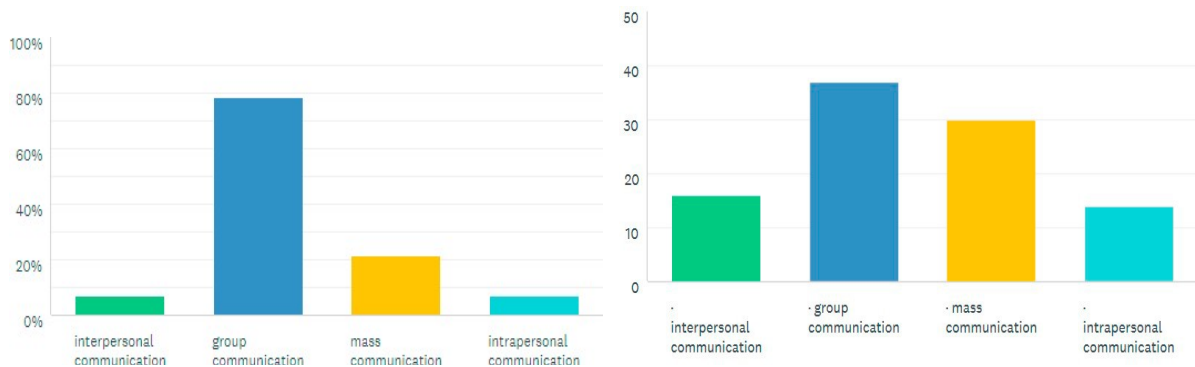


Fig. 1. Types of communication and communication skills.

In the category of systemic skills, technological competence is becoming more and more valued, especially when it comes to using communication platforms and tools for collaboration and project management. Plus, in today's engineering contexts, knowing how to use and navigate digital resources for research and data analysis is becoming more and more important. This fusion of conventional project management abilities with technical know-

how highlights how systemic capabilities, which are necessary in contemporary engineering practice, are changing. This comprehensive approach to systemic skills, as shown in Figure 2, is a dynamic reaction to the demands of the digital age, where obtaining the best project outcomes requires both technological proficiency and effective communication.

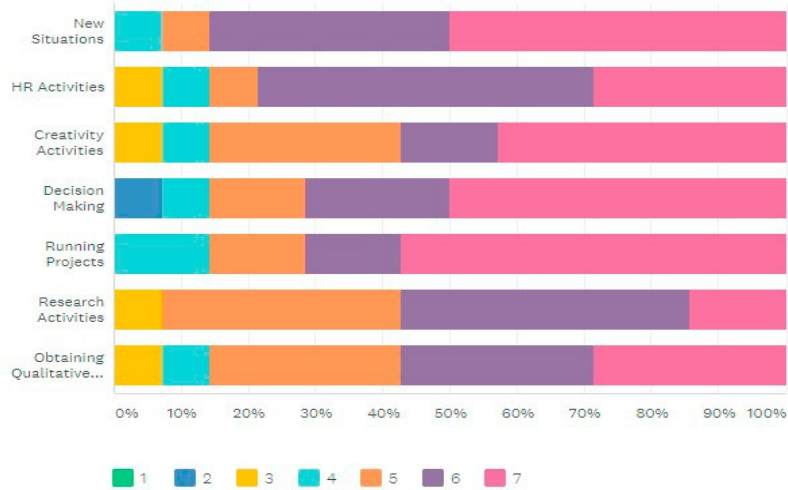


Fig. 2. Students polls about importance and role of communication skills in developing systemic competences.

Thus, the following is the hypothesis H02: The initial rejection of the concept is challenged by the systemic skills that communication courses teach, which prioritise adaptability to new circumstances.

Even though this skill was ranked second at first among the seven skills in the questionnaire, it has improved significantly from its prior level of fourth.

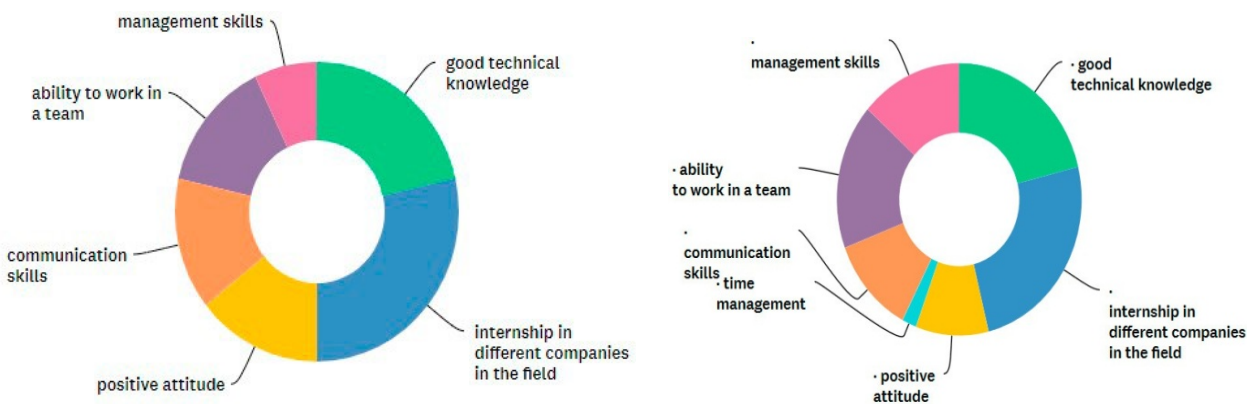


Fig. 3. Characteristics which a student should develop in order to get a junior engineer position

The data reveals an interesting trend: albeit to a lower extent than technical talents, students are beginning to value soft skills like adaptability, leadership, and problem-solving abilities. This suggests that the definition of what constitutes a well-rounded engineer is changing, with a shift in emphasis from technical expertise to comprehensive skill sets. Moreover, although there has been some progress in communication abilities, they still lack technical knowledge and practical expertise. This implies that engineering education

and training programmes could benefit from certain enhancements in this domain. Taking everything into account, Figure 5's observations demonstrate how the engineering industry is evolving and how engineers need a diverse skill set to be competitive in today's job market.

The data demonstrates a noteworthy increase in students' self-confidence regarding their communication skills since the course changes were implemented. This rise in self-assurance

suggests that the curricular modifications have improved students' communication skills and equipped them with the knowledge and skills necessary to navigate the complexity of professional environments with greater skill. The correlation that exists between improved communication skills and perceived professional growth further underscores the benefits of investing

in communication education in engineering curricula. These findings validate the efficacy of the instructional interventions and emphasise the need for ongoing evaluation and enhancement of teaching methodologies in order to better satisfy the evolving needs of students as well as the expectations of the engineering industry.

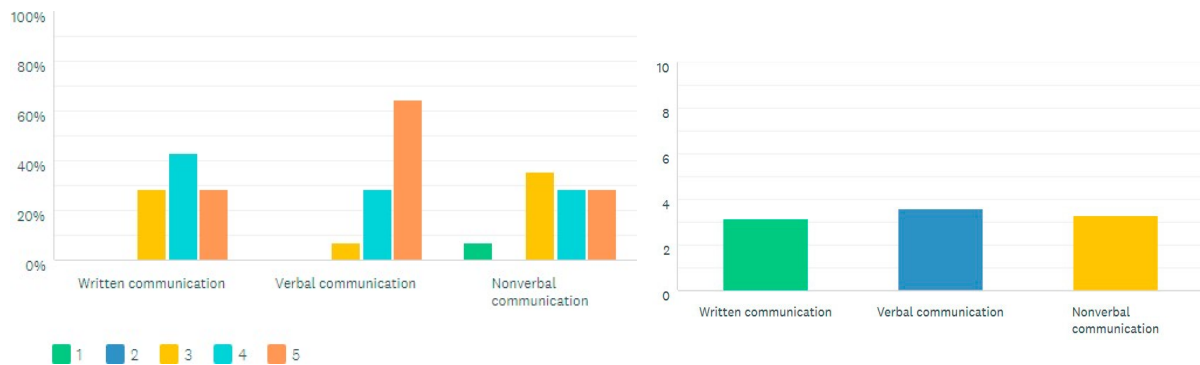


Fig. 4. The significance of communication techniques and abilities for professional success.

5. CONCLUSION

The way that students felt about communication skills changed significantly when the new teaching methods were implemented, according to our findings. Though their wider value in fostering collaboration, problem-solving, and professional relationships is becoming increasingly obvious, some students may still dispute how these qualities may be employed immediately in technical contexts. As students become more conscious of the benefits of effective communication beyond mere technical proficiency, their perspective is changing. Moreover, our ongoing efforts to enhance the curriculum and demonstrate the value of communication skills are intended to dispel these myths and elevate the status of soft skills in engineering education even more. Through the incorporation of industry partnerships, practical case studies, and interactive workshops, we hope to bridge the knowledge gap between theory and practice in our curriculum. With this method, students will be given practical examples of how to apply communication skills to their advantage in the workplace. We expect to see even greater gains in students' attitudes and performance in this important area as we continue to hone our methodology and gather further data. This will open the door for an engineering generation that is not only technically adept but also has the communication skills needed to succeed in the linked world of today.

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Conflict of Interest Statement: *The authors declare that there is no conflict of interest regarding the publication of this paper.*

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