



Exploring the role of the Faculties of Tourism and Hotels' staff members in developing students' soft skills

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ARTICLE INFO

Keywords:

Soft Skills
Staff Members
Tourism Sector
Egypt.

ABSTRACT

Soft skills are very important for graduates of colleges of tourism and travel HR departments selecting new employees, they are looking for soft skills, such as personality skills, communication skills, and management when skills. The main purpose of this study is to explore the role of staff members of the Faculties of Tourism and Hotels in developing students' soft skills. The questionnaire was used as a means of collecting data from the sample which included all faculties of tourism and hotels in Egypt. A total of 120 Questionnaires were returned and about 14 are rejected because they were not completed, which left (106) responses suitable for the final analysis. The gathered data from the questionnaire were statistically converted using the (SPSS 22) program. this study concluded that there are types of soft skills that faculties targeted to develop among students, communication skills came in the first rank and critical thinking skills came in the last rank. There are roles that the faculty members play to develop soft skills among students at the colleges of Tourism and Hotels based on the responses of the study sample, encouraging students to develop their skills during lectures came in the first rank and courses for distance or online learning in soft skills Specialization came in the last rank. Many obstacles impede the development of soft skills among students of faculties of tourism and hotels according to the responses of the study sample, taking care of the basic technical skills (hard skills) of the courses rather than soft skills came in the first rank and Students are not interested of soft skills came in the last rank.

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1. Introduction

The tourism industry is labour-intensive, and labour carries several layers of meaning in international tourism. For an international visitor,

labour is a confrontation with the local culture. Another aspect of labour is its aesthetic representation. Tourism labour is differentiated from other sectors as “aesthetic labour. According to IBEF (2017), tourism is also a potentially large

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employment generator besides being a significant source of foreign exchange for the country. The industry is expected to generate 13.45 million jobs across sub-segments such as Restaurants (10.49 million jobs), Hotels (2.3 million jobs), and Travel Agents/Tour Operators (0.66 million).

It is important for students of facilities of tourism able to create good communication and presentation skills, critical thinking, and acquire necessary skills in their fields (Chan., 2011). Additionally, Hospitality organizations are depending on an efficient workforce, and efficiency is demonstrated through the display of appropriate skills during the service delivery process. Organizations today are looking for employees that have both technical and non-technical or soft skills (Resumes, 2015).

According to James & Manktelo, (2009) soft skills are very important for graduates of colleges of tourism and travel when HR departments select new employees, they are looking for soft skills, such as personality skills, communication skills, and management skills. Soft skills are considered general skills because they are basic skills necessary for life and opportunities, also these soft skills may be considered strategic to be successful in personal and professional life and accessible in obtaining any kind of career or job. The role of tourism faculties is not only learning the technical or hard skills but also includes both hard skills and soft skills to raise employment.

Rongraung (2014) stated that hard skills are defined as techniques and essential know-how necessary to operate specific professions that can be measured, also hard skills can be acquired through training and learning. Soft skills are considered complementary to hard skills and technical knowledge that students acquire during their university studies. Soft skills are the ability of a person or people to interact with others, such as communication skills, negotiation, flexibility, teamwork, building relationships, and listening skills. The study aims to discover the role of tourism and hotel faculties in Egypt in developing soft skills in addition to those hard skills. More specifically, the objectives of this current study are as follows:

- 1- Exploring the most types of soft skills that faculties members seek to develop among students

- 2- Determining the most used methods by staff members for developing soft skills in these faculties.
- 3- Identifying the obstacles to developing soft skills of the student

2. Literature review

Tourism and hospitality are one of the fastest-growing segments of the services industry, and there are tremendous needs and opportunities for young, educated, and qualified professionals. Academics and employers agree that there is an increasing gap between the soft skills that companies expect from their entry-level employees and the skills that these young people possess. To bridge this gap, industry leaders and researchers indicate the need for more soft skills training.

According to Abd el Hamid (2017), tourism is an industry that sells intangible experiences. Communication is vital to the success of tourism businesses since it is only through the effective use of communication that tourism marketers can offer to customers tangible cues about those intangible experiences. Also, while communication is an essential component in the conduct of any service business, it has got an overarching role in tourism.

2.1 Soft Skills:

The ability to communicate, think critically, make decisions, solve problems and cooperation is necessary for today's global community (Robles, 2012). Wibowo, et al. (2020) showed that Soft skills are defined as "soft skills that are used in dealing and collaborating with other people or are said to be interpersonal skills. soft skills are a person's skills in dealing with other people (interpersonal skills) and self-regulating skills (intrapersonal skills) which can develop to work optimally".

Soft skills are assembling of people management skills, important to many professions, and job attitude, including academic librarianship. Soft skills, people skills, and intangibles, these words are frequently used to determine a group of soft skills that most would agree are important in any career environment. Weber (2013) considered these skills like communication, interactive skills, problem-solving skills, and behavioural abilities are necessary to apply pedagogical skills and knowledge in a workplace

These skills are missing in a person like a colleague, a supervisor, a user, or a serving lay down Employers note that recent graduates applying for employment highly have lack soft skills and communication, yet though these skills are important in the workforce (Crawford et al., 2011)

All research can attest to the importance of obtaining these skills, but current graduates appear to lack confidence and adequate preparation in this skill (Robles 2012).

2.2 Importance of soft skills

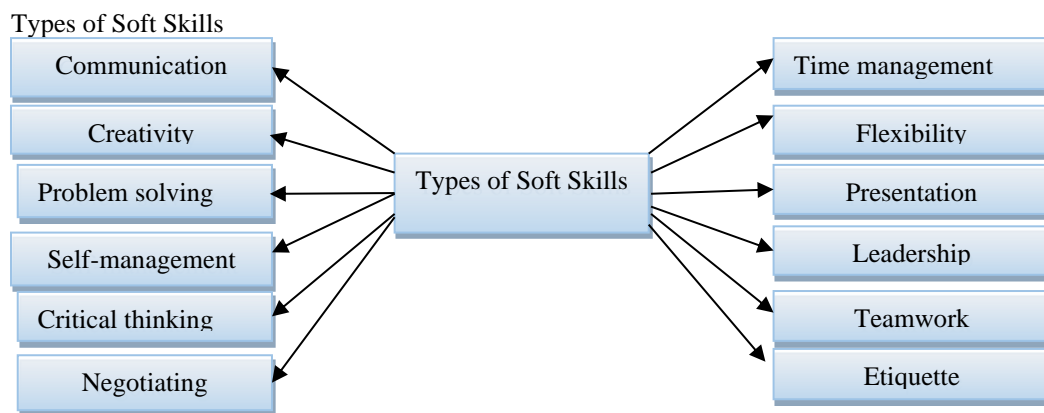
Soft skills may be considered generic skills because they are basic skills necessary both for everyday life and employability (Donina, 2014). Soft skills can also be called “applied skills” or “21st-century skills”. So soft skills are generally described as abilities that how people interact with

others, such as communication skills, negotiation, change adeptness, flexibility, teamwork, relationship building, and listening skills (Chaudhry et al, 2008). Marcel (2012) declared that soft skills are character traits, attitudes, and behaviours rather than technical aptitude or knowledge. Moreover, he emphasized that soft skills are the intangible, nontechnical, personality-specific skills that determine one’s strengths as a leader, facilitator, mediator, and negotiator.

2.3 Type of soft skills

As mentioned above, the type of soft skills can be divided into communication skills, critical thinking, Negotiating, Self- management, Problem-solving, Creativity, Time management, Flexibility, Presentation, Leadership, Teamwork, Etiquette, and Money management.

Figure 1



Source: Ezzat 2017

Communication soft skills

Communication soft skills consider a key to soft skills, among all the soft skills mentioned above the very most significant is communication skills, which are considered a prerequisite for a range of other soft skills. The answer regarding the importance of soft skills depends to a large extent on the context and personal perception of the individual. However, there is one characteristic most people immediately think of soft skills:

In very simple words communication is the activity in which we can share an idea, opinion, feeling, and information between more persons or between two persons sender and receiver in a way that both have mutual understanding, thus the best way to know the meaning of the concept of

communication is to refer to the dictionary, the English word communication is from Latin noun "communism" and beside the Latin verb "communicate" that means to make common or to impart or to transmit the message. (Kumar, 2011).

Critical thinking

Critical thinking requires an attitude of open-mindedness, an ability to tolerate ambiguity, to question one’s views, and an awareness of the impact of emotion and individual experience on one’s beliefs (Lafortune, Pallascio, and Daniel 2004)

Problem-solving and intercultural sensitivity:

According to HEQCO, (2015) Problem-solving and analytical thinking as among the most

important skills that students feel they should be learning at university, this consortium survey was identified by a recent Canadian University. It is worth mentioning that analytical or critical thinking skills help people reason through a problem to get to the root of the issue and find a solution.

Interpersonal skills and intercultural sensitivity are related to intrinsic personality traits such as self-other orientation and agreeableness, while also being made up of soft skills like emotional intelligence and cultural awareness. While communication skills are demonstrated through tasks and behaviours interpersonal skills are “relational and process-oriented” (Duff et. al, 2004).,

Leadership skills

Leadership is a great significant skill Leadership plays an important role in teaching our children to be mentally strong and stable since childhood; also, this will help them acquire a strong personality when growing up. Many studies conducted on leadership since 1900 and emerged from these studies many theories and principles relating to the concept of leadership. Bancino & Zevalkink, (2007) defined leadership skill as a way of interaction between the individual groups, which includes building and rebuilding the situation, and expectations of the members and their views. leadership is a pattern of behaviour adopted by the leader during working toward others.

Sadq (2019) stated that leadership is one of the most important organizational elements that contemporary organizations need to survive. Moreover, gaining knowledge that helps them identify and exploit new job opportunities converting them into business concepts that add value and generate revenue also benefits the organization and management of leading organizations. Thus, it is promoting, developing, and achieving leading performance.

Problem handling skills

The difference of opinion between people leads to a conflict. This is a sign of the right to growth under the competition. But it must have a timely solution If not, there will be distrust between People (Bancino, & Zevalkink, 2007)

Worth mentioning, students can research and develop the kind of soft skills that include cooperative learning, self-learning, citizenship, social skills, creativity, time management, international awareness, leadership, professional relationship, teamwork, systemic perspectives, and reflection on practice (Bancino., & Zevalkink, 2007)

Also, Hospitality skills, Interpersonal skills, supervisory skills, management skills, and leadership can act as one’s core competencies.

Other soft skills:

There was a group of skills: work ethic responsibility, self-esteem, sociability, courtesy, conflict management, negotiating skills, leadership, organizational skills, project management, professional responsibility, etiquette and good manners, honesty, integrity which interfered in several ways. For example, the ability to think creatively not only helps to foster innovation but also helps improve problem-solving (Zhou, Hirst, and Shipton, 2012).

Besides, the research suggests a range of methods to measure the professional skills of graduates. For example, Australia uses the “generic (professional) skills” scale via the Course Experience Questionnaire (CEQ) which is given to all new university graduates (Duff et. al, 2004). Also, The Association of Advance Collegiate Schools of Business (AACSB) worldwide member schools use learning goals consistent with the school’s mission and objectives to measure the desired educational accomplishments of graduates. Ontario quality assurance measures have been implemented to assess expectations and learning outcomes for current degree programs every eight years (Council of Ontario Universities, 2014). A cross-national comparison of these measures will be useful to evaluate best practices and performance across universities.

3. Methodology

3.1 Population and Sample:

The target population of this study was 120 professors, associate professors, lecturers, assistant lecturers, and demonstrators. To achieve the objectives of this research, a quantitative approach was used. The study targeted the staff members of faculties of Tourism and Hotels in Egypt. Both online and offline questionnaires were employed in

this study to reach the target sample during the period from June to August 2020. A total of 120 Questionnaires were distributed and about 14 are rejected because they were not completed, which left 106 responses suitable for the final analysis and allow the researchers to draw accurate conclusions. To ensure the internal validity of research, the researcher needs to attempt to eliminate any other possible explanations for the results observed.

3.2 External validity

If a study lacks external validity, then one is not confident that the findings can be applied beyond the narrow confines of the study. One especially common threat to external validity is the lack of random selection. When the sample does not reasonably represent the population, external validity is lacking (Shadish, Cook and Campbell 2002:20-24). They suggest four areas of doubt concerning the ability to generalize findings:

- The researcher's inability to conceptualize performance indicators, so that other researchers can replicate the experiment.
- The researcher's inability to ensure that the experimental and control groups are representative of larger populations.
- The researcher's inability to be confident that the operationalized variables in the experimental setting can be replicated in real-life situations; and
- The researcher's inability to be certain that internal validity variables such as history, maturation, pre-test sensation, test reliability, and selection

In other words, validity refers to the soundness of the interpretation of scores from a test, the most important consideration in measurement

The study instrument was presented to a group of 5 experts to collect their comments and suggestions on the content of the questionnaire.

The researchers asked the experts to give their opinions about the statements of the questionnaire and the extent of their relevance to the research area. they edited some of the questionnaire statements and excluded the inappropriate statements.

3.3 Reliability of the Study Instrument

Salkind (2006:106) refers to dependable, consistent, stable, trustworthy, predictable, and faithful as synonyms for reliability. It concedes that

reliability deals with what is being measured. He states that whenever researchers want to measure something, there is some element of error what he calls measurement error. Reliability then refers to the extent to which test scores are free of measurement error. Salkind (2006:10) suggests procedures to increase the reliability of measures.

These can be summarized as follows:

- Increase the number of items or observations, i.e., the use of multiple indicators of a variable.
- Eliminate unclear items.
- Increase the level of measurement.
- Standardize the conditions under which the test is taken.
- Moderate the degree of difficulty of the instrument.
- Minimize the effects of external events.
- Standardize instructions.
- Maintain consistent scoring procedures; and
- Use pre-tests, pilot studies, and replications.

Several procedures exist for establishing the reliability of an instrument, such as the test-retest and alternate-form methods and the split-half technique For the current study, a pilot study was conducted; and the Cronbach alpha coefficient (Cronbach alpha) was used to measure the reliability of the measurement instrument (in this case the questionnaire).

Internal consistency refers to the degree of correlation between the various items of a measuring construct. The Cronbach alpha coefficient is widely used as a reliable procedure to indicate how well various items are positively correlated to one another. The Cronbach alpha is based on the inter-item correlations. If the items are strongly correlated with each other, their internal consistency is high, and the alpha coefficient will be close to one. On the other hand, if the items are poorly formulated and do not correlate strongly, the alpha coefficient will be close to zero. Guidelines for the interpretation of Cronbach's alpha coefficient have been suggested and the following seem wide and generally accepted by researchers:

- 0.90-high reliability
- 0.80-moderate reliability
- 0.70-low reliability

For this study, a statistical method was used to calculate the Cronbach alpha coefficient (α) to assess the internal consistency of the various question items of the questionnaire. The Cronbach alpha coefficient was calculated for each group of

items to illustrate the internal consistency of each subsection. It also served another purpose in indicating the level of measuring the same construct validity.

The researcher conducted a pilot study to achieve the reliability of the instrument. The questionnaire reliability was determined using test-retest. A

group of ten participants who had the characteristics of the population of the study but were not members of the sample was asked to fill out the questionnaire. The researcher investigated the questionnaire reliability by using the Cronbach's Alpha coefficient as shown in table (1)

Table 1

Calculating reliability of questionnaire statements by using Alpha Cronbach coefficient

	Scale Mean	Scale Variance	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha
Communication skills	38.85	28.091	.745	.789	.916
presentation skills	38.99	28.200	.713	.741	.917
Teamwork skills	38.90	28.646	.750	.614	.916
students' innovation and problem-solving skills	39.09	27.839	.740	.654	.916
Time Management	39.23	27.110	.732	.619	.916
Leadership	39.23	27.586	.637	.523	.922
Critical Thinking	39.32	27.020	.681	.689	.920
Positive Attitude	39.03	28.485	.693	.528	.918
Etiquette and behaviour skills	39.03	27.894	.701	.668	.918
Self-confidence and self-development skills	39.08	26.966	.782	.707	.913

All data were analyzed with SPSS version 22 software. First, Cronbach's alpha coefficients for each item of the survey were computed using reliability analysis to assess the internal consistency of the measuring instrument. Descriptive statistics such as mean scores and standard deviations were computed according to the dimensions.

Table 2

Demographic Characteristics of Participants according to universities.

Category	Frequency	Percentage	Category	Frequency	Percentage
Universities					
Alexandria University	9	8.49	Mansoura University	23	21.7
Beni Seuf University	3	2.83	Matrouh University	3	2.83
Fayoum University	8	7.55	Minia University	17	16.4
Helwan University	17	16.4	Sadat University	10	9.43
Luxor University	7	6.60	Suez Canal University	9	8.49
Qualification					
Professor	22	20.76%	Assistant lecturer	17	16.04%
Associate Professor	32	30.19%	Demonstrator	10	9.43%
Lecturer	25	23.58%			

As shown in the above table and figure that (106) participants completed the questionnaire, 9 (8.49 %) participants were from Alexandria University, 3 (2.83) participants were from Beni seuf University, 8 (7.55) participants were from Fayoum University, 17 (16.4) participants were from Helwan University, 7 (6.60) participants were from Luxor University, 23 (21.7) participants were

4. RESULTS

4.1 Demographic Characteristics of Participants

The demographic characteristics of the participants are shown in table 2.

from Mansoura University, 3(2.83) participants were from Matrouh University, 17(16.4) participants were from Minia University, 10 (9.43) participants were from Sadat University, 9 (8.49) participant were from Suez Canal University. 45 (42.45%) were male and 61 (57.55%) were female. Regarding the degree of the participants, 22 (20.76%) were professors, 32 (30.19%) were

associate professors 25 (23.58%) were lecturers, 17 (16.04%) were assistant lecturers and 10 (9.43%) were demonstrators.

Descriptive Statistics of the Study Instrument

The questionnaire is a multidimensional instrument developed to assess the soft skills of the students of the faculties of tourism and hotels and their impact on achieving a competitive advantage for the work

in the tourism sector Respondents were asked to answer (34) questions, respondents had options from which to choose. The items of each subscale were summed up and divided by their average. The scores were then compared to the score of each scale as indicated in table 3.

Types of soft skills that faculties seek to develop among students

Table 3

Important types of soft skills that faculties seek to develop among students

Questions		Strongly disagree	disagree	Neutral	agree	Strongly agree	Mean	SD
Communication skills	No	1	·	6	30	69	4.57	.690
	%	0.9%	0%	5.7%	28.3%	65.1%		
presentations skill	No	1	·	7	43	55	4.42	.703
	%	0.9%	0%	6.6%	40.6%	51.9%		
Teamwork skills	No	·	·	7	37	62	4.52	.621
	%	0%	0%	6.6%	34.9%	58.5%		
students' innovation	No	·	1	13	43	49	4.32	.724
	%	0%	0.9%	12.3%	40.6%	46.2%		
Time Management	No	·	3	18	41	44	4.19	.818
	%	0%	2.8%	17.0%	38.7%	41.5%		
Leadership	No	2	2	12	48	42	4.19	.852
	%	1.9%	1.9%	11.3%	45.3%	39.6%		
Critical Thinking	No	·	6	18	42	40	4.09	.879
	%	0%	5.7%	17.0%	39.6%	37.7%		
Positive Attitude	No	·	1	9	44	52	4.39	.684
	%	0%	0.9%	8.5%	41.5%	49.1%		
etiquette and behavior skills	No	1	·	11	39	55	4.39	.751
	%	0.9%	0%	10.4%	36.8%	51.9%		
self-confidences	No	1	·	15	36	54	4.34	.791
	%	0.9%	0%	14.2%	34.0%	50.9%		
Weighted mean							4.342	
Std. Deviation							0.567	

It is clear from table 3, that there are types of soft skills that faculties seek to develop among students with a weighted mean (4.342), which is an average of the fifth category of the five-point scale. This category indicates that the study individuals strongly agree to There are types of soft skills that faculties seek to develop among students that are applied in faculties of tourism and hotels. Through the previous table, the types of soft skills that faculties seek to develop among students can be arranged in descending order according to the Mean as follows:

- Communication skills came in the first rank in terms of approval of the sample members with an average of (4.57). The researcher attributes this result to that
- Teamwork skills came in the second rank in terms of approval of the sample members with an average

of (4.52). The researcher attributes this result to that.

- Presentations skills came in the third rank in terms of approval of the sample members with an average of (4.42).
- Positive Attitude skills came in the fourth rank in terms of approval of the sample members with an average of (4.39).
- Etiquette and behaviour skills came in the fifth rank in terms of approval of the sample members with an average of (4.39).
- Self-confidence skills came in the sixth rank in terms of approval of the sample members with an average of (4.34)
- Students' innovation skills came in the seventh rank in terms of approval of the sample members with an average of (4.32)

- Time Management skills came in the eighth rank in terms of approval of the sample members with an average of (4.19)
 - Leadership skills came in the ninth rank in terms of approval of the sample members with an average of (4.19)
 - Critical Thinking skills came in the tenth rank in terms of approval of the sample members with an average of (4.9)
- These results agreed with the results of Adeyinka (2018) who indicated that there are 14 employability skills deficits in RHT and identified the skills valued most by employers in the

hospitality and tourism sector. Contributions to the existing knowledge include the development of a framework for RHT destinations. Implications for the managerial practice and host community are discussed further. A study by Sou & McCartney, (2015) reported that the key to employability is skills, attributes, or individual traits. Employability skills are important in all industries from entry-level to the top management echelon and not just job-specific

4.2. The role of staff members to develop the students' soft skills

Table 4

The methods of staff members to develop the students' soft skills

Items	Strongly disagree		disagree	Neutral	agree	Strongly agree	Mean	SD
spread awareness of the importance of soft skills to students	N	3	4	11	44	44	4.15	.954
	%	2.8%	3.8%	10.4%	41.5%	41.5%		
encourage students to develop their skills during lectures	N	2	4	8	41	51	4.27	.900
	%	1.9%	3.8%	7.5%	38.7%	48.1%		
offer clear and announced programs to develop students' skills (eg training courses, seminars, workshops.	N	3	6	11	44	42	4.09	.991
	%	2.8%	5.7%	10.4%	41.5%	39.6%		
Develop courses for distance or online learning in soft skills Specialization.	N	5	10	15	44	32	3.83	1.108
	%	4.7%	9.4%	14.2%	41.5%	30.2%		
encourage students to participate in the students activities at the universities	N	2	4	11	42	47	4.21	.913
	%	1.9%	3.8%	10.4%	39.6%	44.3%		
Weighted mean							4.111	
Std. Deviation							0.858	

The previous table explained that there are roles that the faculty members play to develop soft skills among students of the College of Tourism and Hotels based on the responses of the study sample, as the arithmetic means of that axis was (4.111) and the standard deviation was (0.858), and those roles can be arranged in terms of importance according to for averages of means as follows:

- Encourage students to develop their skills during lectures came in the first rank based on the responses of the study sample, with a mean average of (4.27) and a standard deviation (0.900).
- Encourage students to participate in the students' activities at the universities that came in the second rank based on the responses of the study sample, with a mean average of (4.21) and standard deviation (0.913).
- Spread awareness of the importance of soft skills to students came in the third rank based on the responses of the study sample, with a mean average of (4.15) and a standard deviation (0.954).

- Offer clear and announced programs to develop students' skills (e.g., training courses, seminars, workshops, etc. universities came in the fourth rank based on the responses of the study sample, with a mean average of (4.9) and standard deviation (0.991).

- Develop courses for distance or online learning in soft skills Specialization came in the fifth rank based on the responses of the study sample, with a mean average of (3.83) and standard deviation (1.108).

These results agreed with the study results by (Ann Pena, 2020) which showed that all nine employability competencies under investigation were enhanced because the student participated in service learning. Those competencies were problem-solving, professionalism, verbal communication, written communication, teamwork, leadership, career management, adaptability, and the ability to analyze information.

4.3. The obstacles of developing soft skills of the student

Table 5

The obstacles of developing soft skills of the students

Questions	Strongly disagree	disagree	Neutral	agree	Strongly agree	Mean	SD
There are no clear policies and programs in the faculty administration about developing soft skills for students	N. 5	13	25	38	25	3.61	1.118
	% 4.7%	12.3%	23.6%	35.8%	23.6%		
Students are not interested in soft skills	N. 7	24	26	35	14	3.24	1.143
	% 6.6%	22.6%	24.5%	33.0%	13.2%		
take care of the basic technical skills (hard skills) of the courses rather than soft skills	N. 1	14	25	49	17	3.63	.939
	% 0.9%	13.2%	23.6%	46.2%	16.0%		
There is not enough time to develop students' soft skills	N. 7	23	21	38	17	3.33	1.177
	% 6.6%	21.7%	19.8%	35.8%	16.0%		
The regulations do not include courses in soft skills	No 8	16	22	36	24	3.49	1.213
	% 7.5%	15.1%	20.8%	34.0%	22.6%		

The previous table indicates that many obstacles impede the development of soft skills among students of faculties of tourism and hotels according to the responses of the study sample, as this axis obtained an arithmetic mean (3.460) and a standard deviation (0.829), and these obstacles can be arranged in terms of importance according to the averages of mean as follows:

- Taking care of the basic technical skills (hard skills) of the courses rather than soft skills came in the first rank based on the responses of the study sample, with a mean average of (3.63) and standard deviation (.939).
- There are no clear policies and programs in the faculty administration about developing soft skills for students who came in the second rank based on the responses of the study sample, with a mean average of (3.61) and a standard deviation (1.118).
- The regulations do not include courses in soft skills came in the third rank based on the responses of the study sample, with a mean average of (3.49) and standard deviation (1.213).
- There is not enough time to develop students' soft skills came in the fourth rank based on the responses of the study sample, with a mean average of (3.33) and standard deviation (1.177).
- Students who are not interested in soft skills came in the fifth rank based on the responses of the study sample, with a mean average of (3.24) and standard deviation (1.143).

5. Conclusions

The following general results and findings can be concluded because of the theoretical and empirical study:

- There are types of soft skills that faculties seek to develop among students, Communication skills came in the first rank and Critical Thinking skills came in the last rank.
 - There are roles that the faculty members play to develop soft skills among students of the College of Tourism and Hotels based on the responses of the study sample, encouraging students to develop their skills during lectures came in the first rank and courses for distance or online learning in soft skills Specialization came in the last rank
 - Many obstacles impede the development of soft skills among students of faculties of tourism and hotels according to the responses of the study sample, taking care of the basic technical skills (hard skills) of the courses rather than soft skills came in the first rank and Students are not interested of soft skills came in the last rank.
- As a result of the theoretical and empirical study, the following recommendations can be concluded:
- The researcher recommends media to show the soft skills of the students of the faculties of tourism and hotels.
 - The researcher recommends providing experts who are professional in tourism and hotels concerns in the students of the faculties of tourism and hotels
 - The researcher recommends media put on an inclusive plan to activate entertaining tourism.
 - The researcher recommends making educational courses to develop soft skills of the students of the faculties of tourism and hotels.
 - The researcher recommends making programs that suit to develop soft skills of the students of the

faculties of tourism and hotels are needed in the labor market.

- The researcher recommends encouraging the universities to design curricula to develop soft skills.

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