

A Proposed Program for the Development of Soft Skills to Enhance the Ways of Job Admission for Graduates of Jazan University

Rabab H. Tantawy* and Nadia S. El Shaeer

Department of Home Economics, University College, Samita, Jazan University, Kingdom of Saudi Arabia

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Abstract: In this study, we discussed the soft skills that should be available to Jazan University graduates to enhance the ways of accepting jobs, prepare a proposed program for the development of soft skills to enhance the ways of accepting jobs for Jazan University graduates, and verify the presence of significant differences at the level of significance ($\alpha \leq 0.05$) between the grades of the study sample in the pre-and post-test in the development of soft skills to enhance the ways of accepting jobs for Jazan University graduates, and reveal the size of the impact of the proposed program, the study relied on the semi-experimental and descriptive curriculum, and an existing training program was used on the development of soft skills and the resolution of the scientific research tool to collect data and answer for The basic study sample included (300) and the experimental study sample included (75) female graduates from Jazan University. The research results reached multiple results, the most important of which is to build a list of soft skills. there are significant statistical differences at the level of significance ($\alpha \leq 0.05$) between the scores of the study sample members in the pre-and post-test in the proposed program for soft skills development to enhance the ways of accepting jobs for graduates of Jazan University. there is a very significant impact of the proposed program application according to the Cohen equation. the study also recommended the need to include soft skills in the students ' study plan.

Keywords: Program - Development - Soft skills - Jobs - Graduates.

1 Introduction

The labor market is currently witnessing rapid changes in light of the successive developments in the business environment, which has become more complex than ever, and the era of the Fourth Industrial Revolution imposed many challenges, which contributed to changing the concept of success in life and profession, so success is no longer associated with the individual's technical and specialized skills only, but it has become important what he possesses of social and personal skills, which support his positive social interaction with the environment and others.

To keep pace with these changes, studies have recently turned towards those skills required by the labor market from university graduates from various disciplines, so these skills were divided into cognitive skills known as hard skills, and non-cognitive skills known as soft skills.

A study (2019, Lindzon) confirmed that the labor market does not only require hard skills, but there are soft skills that are of great importance in long-term success, and educational programs should employ all available possibilities not only hard skills development but must give great attention to soft skills.

The Kingdom's Vision 2030 referred to soft skills and stressed the need to upgrade them in order to bridge the gap between education outputs and the needs of the labor market, in the axis of a prosperous economy, a fruitful opportunity through the following text: The skills and abilities of our children are one of our most important and valuable resources, and we will seek to make the most of their energies by adopting a culture of reward for work, providing opportunities for all, and providing them with the necessary skills that enable them to pursue their goals. To achieve this, we learn to work, we will continue to invest in education and training and provide our children with the knowledge and skills necessary for future jobs, and we will also strengthen our efforts to harmonize the outputs of the educational system with the needs of the labor market, where the National Labor Portal "Taqat" was launched, and we will establish professional councils for each development sector concerned with identifying the skills and knowledge it needs, and we will expand vocational training to advance economic development, while focusing scholarship opportunities on areas that serve the national economy and in qualitative disciplines in international universities. We will focus on innovation in cutting-edge technologies and entrepreneurship. (Kingdom Vision, 36).

*Corresponding author e-mail: rtantawy@jazanu.edu.sa

Within the framework of emphasizing the importance of soft skills, and under the patronage of the Custodian of the Two Holy Mosques King Salman bin Abdulaziz (may God protect him), the Education and Training Evaluation Commission at the Four Seasons Hotel in Riyadh organized the international conference under the title of the International Conference on Education Evaluation entitled: Future Skills, Development and Evaluation, from 4 to 6 December 2018 International Conference on Education Evaluation, with the aim of identifying the future skills needed by the labor market, how to develop the skills and the mechanisms to include them in the educational and training system, as well as how to measure and evaluate them, and the second importance of this conference is that it keeps pace with the developments and future requirements of the labor market, as well as the importance of developing educational systems, because of their role in preparing the individual, building his personality, and providing him with the skills and capabilities necessary to take his correct role to keep pace with future developments and requirements in light of the Fourth Industrial Revolution.

This is also supported by what is stated in the National Qualifications Framework "Saqf", which works to harmonize the outputs of higher education, the requirements of the Saudi labor market and the scientific reference that guides education and training institutions when building, developing and restructuring their programs, as it is stated that the areas of learning in all disciplines must be based on three main dimensions: "Knowledge, understanding of skills and values, independence and responsibility," it is mentioned in the eight skills dimension levels focused on written and oral interpersonal skills, electronic communication, critical thinking, teamwork, responsibility, and other soft skills. (Education and Training Evaluation Commission, 2020).

In this context, and at a time when Arab education policies are still developing strategies to improve the quality of student training and enabling them with technical skills or solid academic skills that are related in knowledge, experience and ability to carry out the tasks specified in the job description according to specialization, the world's leading universities tend to focus more and more on the operation of their scientific degrees, which attracts students to them more than others, and have embarked on training programs based on the development of soft skills among their students. Some countries seek to build these capabilities among students throughout their academic career according to specific programs that work on psychological and social formation and the development of communicative abilities, as the teaching of soft skills in addition to hard academic skills indicates that university professors address the person as a complete entity as the acquisition of soft skills is very important for the success of the student in his work as much as hard skills. (Reem Al-Amoush, 2021, 360).

The importance of soft skills in terms of working on their development in learners increases their self-confidence and increases their chances of professional and social success in the future. (2021. Cotet).

It is also one of the skills targeted in the Prince Mohammed bin Salman Program for Human Capacity Development (Human Capacity Development Initiative 2021), in addition to the fact that work environments are becoming more demanding for soft skills. (2017, Snape).

A study (Devedzic, 2018) also showed that soft skills differ from hard skills by applying them to a wide range of fields, which makes the process of teaching and evaluating them difficult unlike hard skills, and despite these differences between hard and soft skills, they constitute in general integrated and synergistic life skills.

A study (Reem Al-Amoush) 2021, 360 showed that soft skills are the complementary part of the academic skills acquired by the student and are one of the basic requirements for work, which is essential in job performance and enhances the interaction of individuals and is applicable both inside and outside work.

As well as in Otaiba's study (2021, 84) which aimed that soft skills are an entry point to align the outputs of universities with the requirements of the labor market, and found that there are many soft skills imposed by the requirements of the renewable labor market, which ensures ample chances of obtaining work and achieving a successful career, including (communication, organization and planning, teamwork, flexibility, critical thinking, crisis management and negotiation, and among the recommendations of this study was the need to expand higher, technical and vocational education to prepare specialized and qualified cadres that respond to the requirements of the knowledge society, armed with soft skills that suit the needs of the labor market.

The findings of the survey conducted by the Oxford University SAID School of Business indicate that information and communication technologies have negatively affected the number of jobs in the labor market, but this effect is temporary, as specific technical and technological skills were surprisingly low on the list for respondents, who saw so-called "soft skills" as one of the key things, and problem-solving, communication and decision-making skills were among the most important. Receiving 88%, 87% and 85% respectively, the rapid pace of changes in the labor market dictates that employees must acquire a set of new skills continuously and quickly. (HR Voice, 2018, 28).

The study of Al-Desaimani (2018) confirmed the importance and growing demand for the integration of soft skills in education in the Kingdom of Saudi Arabia in line with the Kingdom's Vision 2030 and local and global economic needs, by enriching the student's skills in the field of future skills during their university studies, for a smooth transition from

university to the labor market.

The study of Al-Batsh (2019, 119) also recommended the importance of employing soft skills in different life situations to provide humans with dealing skills in all different fields.

Based on the above, and in light of global and local trends encouraging graduates to self-employment and self-reliance in refining and developing their skills to obtain suitable job opportunities, the current research is an attempt to emphasize the importance of soft skills development as a necessary requirement for employing young people in various fields of the labor market to meet the challenges of the current era as a complement to the hard skills of technical skills that are no longer sufficient to face the continuous change to meet the requirements of the labor market.

Statement of the problem:

The labor market is currently witnessing rapid changes in light of the successive developments in the business environment, which has become more complex than ever, and while recruitment or professional promotion processes were previously concerned with the professional and specialized experiences of individuals, the trend in the contemporary work environment began to focus more and more on what has become called soft skills as an added value advantage not only for individuals who possess them, but also for institutions, after proving their positive contribution to work, productivity and efficiency. Performance and stimulating innovation.

Jackson (2021) also found that soft skills are 86% more important than hard skills when it comes to long-term success, so today's educational and training institutions are twice as likely to focus on soft skills training than hard skills training.

Soft skills are not impossible or difficult to learn, and they only require awareness from the designers of education policies, objectives and curricula in our schools and universities, and require awareness of their utmost importance to raise the efficiency of the graduates and give them the ability to compete, and thus raise productivity and improve the quality of products and services, attention to these soft skills is the most important characteristic of university graduates and arming them with indispensable tools in meeting the needs of the labor market.

From the work of the two researchers, she conducted several interviews with some university graduates from various faculties who did not get job opportunities, and discussed them about the difficulties they face in obtaining a job opportunity, and it became clear from the dialogue with them that they stumbled in obtaining job opportunities as a result of their lack of effective communication skills while dealing with others, and their lack of appreciation of the value of time, as they are not good at managing it in a way that qualifies them to complete any work in a timely manner as a result of their lack of training on how to manage time, in addition to their lack of knowledge of how to deal with the crises they face and it is difficult for them to work under pressure, and this may be due to their lack of expectation of the occurrence of these crises, and how to make the right decision to solve them, and then they need to face the problems they face, and this is what soft skills achieve for them, as they are one of the most important skills and requirements of the twenty-first century, and to achieve this goal requires training them on those skills to facilitate them to obtain a job opportunity commensurate with their capabilities and ways of acceptance in future jobs.

In light of the above, the current study came to build a program aimed at developing soft skills to enhance the ways of accepting jobs for graduates of Jazan University, and accordingly, it can identify the problem of the current study and based on the results of the researchers' interviews with graduates, the study tried to answer the following main question, what is the impact of a proposed program for the development of soft skills to enhance the ways of accepting jobs for graduates of Jazan University.

Hence, the problem of the study is divided into answering the following questions:

1. What are the soft skills that must be available to Jazan University graduates to enhance the ways of accepting jobs?
2. What is the proposed vision of the soft skills development program to enhance the ways of accepting jobs for Jazan University graduates?
3. Are there statistically significant differences between the graduates of the research sample in the soft skills that must be available to the graduates of Jazan University in its ten dimensions according to variables (age, academic specialization, academic average, place of residence)?
4. Are there statistically significant differences between the graduates of the research sample in the ways of accepting jobs according to the variables (age, academic specialization, academic average, place of residence)?
5. Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the average scores of the study sample members in the pre- and post-test in soft skills to enhance the means of job acceptance for Jazan University graduates?

6. What is the size of the impact of the application of the proposed soft skills development program to enhance the ways of accepting jobs for Jazan University graduates?

Objectives of the research:

The current research aims to:

1. Identify the soft skills that must be available to Jazan University graduates to enhance the means of job acceptance.
2. Preparing a proposed program for the development of soft skills to enhance the ways of accepting jobs for Jazan University graduates.
3. Detection of statistically significant differences between the graduates of the research sample in the soft skills that must be available to the graduates of Jazan University in its ten dimensions according to variables (age, academic specialization, academic average, place of residence).
4. Identify the statistically significant differences between the graduates of the research sample in the ways of accepting jobs according to variables (age, academic specialization, academic average, place of residence).
5. Verify that there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the scores of the study sample members in the pre- and post-test in soft skills to enhance the means of accepting jobs for Jazan University graduates.
6. Revealing the size of the impact of the application of the proposed program for the development of soft skills to enhance the means of accepting jobs for graduates of Jazan University.

Importance of Research:

1. The current research derives its importance from the importance of its topic in the soft skills that must be available to Jazan University graduates in enhancing the ways of job acceptance.
2. Enriching the Arab Library with possible future expectations that benefit all those interested in this field, from which to start conducting other studies and research.

Directing the efforts of the Ministry of education and universities towards the development of soft skills among Jazan University graduates to enhance ways of admission to future jobs.

Research hypotheses:

1. It is possible to identify the soft skills that must be available to Jazan University graduates to enhance the ways of accepting jobs.
2. Are there statistically significant differences between the graduates of the research sample in the soft skills that must be available to the graduates of Jazan University in its ten dimensions according to variables (age, academic specialization, academic average, place of residence).
3. Are there statistically significant differences between the graduates of the research sample in the ways of accepting jobs according to variables (age, academic specialization, academic average, place of residence).
4. There are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the scores of the study sample members in the pre- and post-test in soft skills to enhance the ways of accepting jobs for graduates of Jazan University.
5. The high impact of the application of the proposed soft skills development program to enhance the ways of accepting jobs for Jazan University graduates.

Research limits:

1. **Methodological limits of the research:** This research follows the semi-experimental approach with one group, i.e., the pre- and post-measurement of the same group through the preparation of a training program based on the development of soft skills among graduates of Jazan University and its application to an experimental sample of (75) graduates from Jazan University, and the descriptive analytical approach.
2. **Objective limit:** The study is limited to the subject of applying the proposed soft skills program to enhance the means of accepting jobs for Jazan University graduates.
3. **Human limit:** The survey sample consisted of (30), the basic sample of (300) and the experimental research sample of (75) graduates of Jazan University.

4. **Spatial limit:** The current study is applied in the Jazan region.
5. **Time limit:** It is the period taken by the field study, which is the stage of collecting and unloading data from the study community, and the research team has applied the field tools for research, data collection and unloading in its final form, starting from January 2023 until the end of May 2023.

Search terms and procedural concepts:

Proposed program:

Ahmed Bassam Aziz et al. (2022,353) defined it as "a set of topics and actions aimed at achieving its goal and presented to a certain category of learners in order to achieve the intended goals in a specific period of time".

The program is defined procedurally as a set of planned and organized training activities that include a set of topics that aim to achieve a set of specific goals, including providing trainees with knowledge and experience that enhances the ways of accepting jobs within a specified period of time, including the program (objectives, content, teaching aids and activities accompanying training, assessment and evaluation methods).

Soft skills:

(2016, Akfirat) defined it as: "skills that enable an individual to adapt and deal positively with the demands and problems of everyday life, including time management, sociability, good use of resources, interaction with others, respect for work, leading to the learner's success in work and life".

Soft skills are defined procedurally as a set of personal skills that university graduates must acquire in order to help them accept jobs and engage in the labor market. they are represented in communication skills, communication, time management, working in a team, planning, negotiation, critical thinking, crisis management, problem solving, decision making, flexibility and adaptation to variables.

Career:

Rakha (2020, 5) defined it as a set of powers and responsibilities aimed at carrying out a specific activity or a convergent set of activities.

A job is defined procedurally as a set of duties and responsibilities that require the appointment of an individual to perform them who is characterized by certain skills that distinguish him from others to accept the job.

Theoretical background of the research:

The theoretical framework of the previous research and studies included:

Soft skills:

The concept of soft skills:

Soft skills are vital skills to achieve effective performance in the twenty-first century, soft skills are an important and effective element in the success of any institution, and they are represented in the qualities that the individual possesses in his work and supports him psychologically to achieve himself first and then achieve the goals that the institution seeks.

She stated (Abdul Hamid, 2019, 8) that "the term soft skills is repeated a lot in the recent period, and it means those basic skills that are related to a person's ability to deal, present his ideas in a convincing and tactful manner, his ability to communicate and communicate, use leadership behaviors that characterize his relationships with others, initiative, teamwork, time management, and decision-making, and the Ministry of Education in the Kingdom of Saudi Arabia stressed the need to enhance life skills and the labor market by qualifying students at all academic levels. Academically and professionally in line with the requirements of the labor market in the twenty-first century, so the interest in developing soft skills is a basic requirement in the current era to form and refine the personality of students and prepare them as future generations capable of facing the issues, problems, and challenges of the age, by including their applications in educational contexts.

Hassan, Mustafa, and Ahmed (2022, 1156) stressed "the importance of the availability of soft skills and the need to conduct research studies and training programs to keep pace with the changing and urgent requirements in the labor market and adapt to them, as the characteristics of graduates should reflect labor market skills such as the availability of soft skills, and not limited to scientific competence only."

Fouad (2023, 80) defined them as "life skills acquired by individuals, skills required by the labor market by developing them from the personal and social aspects in a way that qualifies them to deal with others and communicate with them effectively and enable them to bear the burdens and pressures of work."

We will briefly present the most important soft skills addressed by the research team in the current study and the most used in job interview models, which are illustrated as follows:



Fig. 1: shows the list of soft skills addressed by the current research designed by researcher

Rabab Tantawy

Communication and communication skills:

Zaki and Zaki (2018) referred to the term communication as "the sender sending a message without receiving feedback from the receiver, which is a technical term rather than psychological, while communication is a more active term as it refers to the process that leads to the transmission of thoughts and feelings between individuals, whether verbal or non-verbal messages, while interaction involves friction and contact more than in communication."

Time management skill:

Moussa (2019, 13) defined it as "the process of utilizing the available time and personal talents available to us to achieve the important goals we seek in our lives, while maintaining a balance between the demands of work and private life and the needs of body, spirit, and mind."

It defines time management as "the process of utilizing available time, personal talents, and available resources to achieve specific goals, and it is a process based on planning, organizing, following up, coordinating, motivating, and communicating."

The skill of working in a team:

Abdul Wahed (2016) pointed out in the skill of working within a team that it "consists in managing and representing the group at work and the ability to successfully carry out various roles, while acquiring coping skills, flexibility, and accommodating and adapting to the requirements of the work environment, whether by being able to work under pressure, work in culturally diverse environments, or accept criticism."

It defines teamwork as "a group of people who have the ability to work or work together, cooperate with each other, and interact to achieve a common goal, within an environment that brings them together."

Planning skill:

Abadi (2018, 1687) defined planning as "a process of predetermining what will be done, as a determination of a future course of action that includes a coherent and coherent set of processes for the purpose of achieving certain goals."

The skill of procedural planning is defined as "the ability to set priorities, manage time and tasks, and make appropriate decisions to achieve the goals to be implemented."

The skill of critical thinking:

Abdul Wahed (2016, 312) explained that "critical thinking is a complex concept that has links to an unlimited number of behaviors, in an unlimited number of situations and situations and is intertwined with other concepts such as logic and learning, problem solving, and epistemology, and one of the most prominent critical thinking skills is the skill of

distinguishing between truth and opinion, as critical thinking is associated with many actions, most notably: Slowing down, reasoning, open-mindedness, asking questions, clarifying and verifying, referring to sources, evaluating sources, and collecting evidence and evidence of the validity of something."

It defines the skill of critical thinking as "a mental process concerned with collecting evidence on a particular topic or opinion and dealing with it with analysis, interpretation, explanation and conclusion in order to make a judgment, solve a problem, or make a decision about it."

Negotiation skill:

Sayed (2019, 801) stated that the negotiation skill is "a set of skills that you use during the exchange of opinions, suggestions and presentation of views in order to solve a problem or resolve an issue in a way that satisfies all parties, through negotiation skills in (speaking - listening persuasion - conflict management, deliberation in decision-making, disagreement)."

It defines negotiation as "a process through which two or more parties interact with a common interest and to achieve their goals and obtain desirable results that require communication with each other as a more appropriate means to narrow the area of disagreement and expand the area of participation between them through discussion, sacrifice, argument, persuasion and objection to reach an agreement acceptable to the parties on negotiating topics or issues."

Crisis management skills:

Hariri (2019, 157) explained that crisis management is "the art of managing control by raising the efficiency and capacity of the decision-making system at the collective or individual level, to overcome the elements of heavy bureaucracy that may be unable to face successive and sudden events and changes and get the organization out of the state of sagging and relaxation in it."

Crisis management skill is defined procedurally as "an organized process based on predicting crises that may face the individual and working on developing a plan to overcome them."

Problem-solving and decision-making skills:

Abdel-Baqi et al. (2021, 247-242) defined problem-solving skill as "an individual's cognitive activity through the growth of a set of mental skills in an overlapping manner while facing situations that require him to find a correct solution by following regular steps that enable him to choose the appropriate alternative to achieve the desired solution," and decision-making defined it as "making a judgment or opinion about what an individual should do in a particular situation through a logical selection or choice between alternative solutions or opinions in light of Research and understanding of the causes of the problem."

Both include a series of steps that start with a problem and end with solving this problem, but include an evaluation of alternatives or various solutions in order to reach a final decision, in the process of solving the problem, the individual remains without a satisfactory answer, and tries to reach a practical and reasonable solution to the problem, while in the decision-making process, the individual may start with possible solutions and his task is to reach the best solutions to achieve his goal.

The skill of flexibility and adaptation to variables:

Qasim (2018, 89) defined it as "the ability of an individual to adapt to diverse and new life situations, by changing the methods used by the individual to face these situations, in addition to thinking about various alternatives to solve problems and choosing the appropriate alternative for the situation."

The skill of flexibility and adaptation to changes is defined procedurally as "adapting the individual's abilities to adapt, deal and adapt to new and changing life situations, by changing the ways and strategies used by the individual to face those situations in order to adapt to the new situation."

Previous studies related to the research:

Alamouh Study (2021):

The study aimed to identify the role of the university practical education program in enhancing the soft skills of the trainee classroom teacher students in the schools of the directorates of Zarqa Governorate (from the point of view of the cooperating teachers), and the study sample consisted of (58) cooperating teachers in the specialty of the classroom teacher from the Directorate of Education for Zarqa Governorate first, and second, and the questionnaire was used as a data collection tool consisting of four soft skills, namely: Crisis management, adaptation and flexibility, effective communication, cooperation and teamwork, and the results of the study showed that the role of the university practical education program in enhancing the soft skills of the trainee class teacher students in the schools of the directorates of

Zarqa Governorate, according to the estimates of the sample members on the tool as a whole, came (to a medium degree).

Otaiba Study (2021):

The study aimed to highlight the challenges facing Arab higher education and reveal the reasons for the poor alignment between the outputs of higher education and the requirements of the labor market, and to identify what soft skills are necessary for university education graduates and their relationship to achieving harmonization with the requirements of the labor market, and the researcher used the descriptive analytical approach, and one of the most prominent results was that the student today needs a set of skills that guarantee him ample chances of getting a job and achieving a successful career. These skills go beyond academic formation and specialization to wider areas. They are called soft skills, and they have been imposed by the needs of the renewed labor market, including (communication - organization and planning - teamwork - adaptation and flexibility - critical thinking - crisis management - professionalism - negotiation).

Dirania Study (2022):

The study aimed to identify the degree of possession of student teachers at the Arab Open University of soft skills from their point of view, where the descriptive approach was used, and the study sample was selected intentionally from the student teachers studying for the practical education course in the Higher Diploma in Education and Bachelor in Primary Education, which numbered (118) students, and to collect the study data, a scale was built for seven soft skills, whose sincerity and stability were verified, and the results of the study showed that the degree of possession of student teachers at the Arab Open University. The soft skills represented by the skill of work ethics, cooperation, time management, critical thinking, problem solving skill, goal setting skill, high-level communication skill.

Bajammal Study (2023):

The study aimed to identify the degree of availability of soft skills necessary for the labor market among female students teachers in the early childhood education program at the Department of Childhood Studies at King Abdulaziz University, and to achieve that goal, the researchers applied the descriptive survey approach, and the study sample consisted of field training students at the Department of Childhood Studies at King Abdulaziz University for the year 2022, who numbered 57 female teachers, and to answer the questions of the study, the data was collected through the questionnaire, which consisted of items that measure Five soft skills: problem solving, time management, communication, leadership and negotiation, and the results of the study showed that female students teachers in the early childhood education program have a very high degree in soft skills necessary for the labor market, despite the disparity between skills.

Al-Khairiy Study (2023):

The study aimed to identify the degree of practice of soft skills by King Khalid University students from the point of view of the teaching staff, and the descriptive curriculum was used, and the study sample consisted of (296) members, selected in a random stratified way, a questionnaire was applied to them as a study tool to collect information, and the results came to identify a number of soft skills: The results found that there were significant differences at the level of significance(0.05) between the response of the sample of the study about the practice of soft skills by students of King Khalid University, which enables them to find suitable jobs in the labor market due to the variable of scientific qualification in favor of faculty members who hold the degree of assistant professor, and there were no significant differences at the level of significance(0.05) between the response of the study attributed the sex variable.

2 Methodologies

Research Methodology and Procedures: Research Methodology:

1. The current research relied on the descriptive approach in the analysis of literature and previous studies to characterize measurement variables associated with soft skills.
2. The research also relied on the semi-mono-design approach for one experimental group (Pre-posttest) to apply the research experience and know the effectiveness of the proposed program in developing soft skills among graduates of Jazan University to enhance admission to jobs.

Research sample:

A random sample of Jazan University graduates was selected (300), then the experimental sample of (75) graduates was deliberately selected from the lower spring to respond to the identification of soft skills that must be available to Jazan University graduates, i.e. graduates who have less soft skills and have been contacted through their "What's App" and therefore to coordinate with them to implement the proposed soft skills development program to enhance job acceptance for Jazan University graduates, and a test has been applied Before and after me on this sample, in order to verify the impact of the proposed soft skills development program to enhance the ways of accepting jobs they have.

Current search variables:

- **Independent variable:** the proposed program for female graduates of Jazan University
- **Dependent variable:** developing soft skills to enhance job acceptance

Preparation of experimental processing material:**1. Prepare a soft skills list:**

- A. Purpose of preparing the list:** Identify the soft skills necessary for university graduates in light of the requirements for admission to jobs in the labor market, with the aim of preparing a program to train them on these skills.
- B. Sources relied upon in deriving the soft skills list:** The research team referred to the research and studies that were concerned with the development of soft skills, namely: Qwaider (2017), Woodard (2019), Batsh (2019), Moussa (2019), Horbacauskien (2020), Otaiba (2021), Madkhali (2022), Nefaie (2023).

After completing the derivation of skills from the previous sources, a list of soft skills was built for graduates to help them get jobs and a job opportunity that suits their potential and abilities, and the list included ten main skills: communication, time management, teamwork, planning, negotiation, critical thinking, crisis management, problem solving, decision-making, flexibility and adaptation to variables, and it was presented to the arbitrators to express an opinion on the suitability of those skills for university graduates, and most of the arbitrators appropriate these skills included in that list, and after the research has reached the appropriate soft skills for the graduates in their final form.

Building Research Tools:

The current research relied on the questionnaire tool and a program for the development of soft skills among graduates of Jazan University and the test to measure soft skills, where these skills are dominated by the mental side, not the performance side, and the study tools were built according to a set of steps as follows:

Preparation of the questionnaire: The questionnaire included two parts:

Section I General data: including (age, marital status, academic average, academic specialization, place of residence)

Section II Axes of the resolution:

The first axis: the soft skills that must be available to the graduates of Jazan University include ten dimensions, and the number of phrases of this axis reached (60) phrases, and each dimension includes (6) phrases, and the aim was to determine the skills that must be available to graduates of Jazan University, the questionnaire was prepared in the light of readings, research and previous studies associated, including the study of Al-Amoush (2021), Otaiba (2021), Madkhali (2022), Diraniyeh (2022), Fouad (2023), Al-Nufaie (2023)

The soft skills were classified to include ten skills (communication, communication and time management, teamwork, negotiation planning, critical thinking, crisis management, problem solving, decision-making, flexibility and adaptation to variables), and the final questionnaire consisted of (60) phrases, and the correction key was placed for the questionnaire, and the response is determined according to the five-point Likert scale (5) options (very high, high, medium, weak, very weak), with a continuous gradient scale (1,2,3,4,5).

The second axis: ways to accept jobs for graduates of Jazan University The number of phrases of the axis reached (10) phrases, and the response is determined according to the five-point Likert scale (5) options (strongly agree, agree, somewhat agree, disagree, strongly disagree), with a continuous graduated scale (1,2,3,4,5)

Content Honesty Calculation:

The soft skills test was applied to an exploratory sample of (30) graduates from Jazan University other than the basic research sample, with the aim of verifying the control and legalization of the test and verifying its validity for application, then the questionnaire phrases were arbitrated by presenting them to some arbitrator professors specialized in curricula and teaching in order to express an opinion on the appropriateness and clarity of the questionnaire phrases, and some amendments were made to the referred to and then the questionnaire was applied in its final form.

Calculation of the truthfulness of the composition:

The validity of the formation was calculated by the method of internal consistency, by finding the correlation coefficient (Pearson correlation coefficient) and the values of the correlation coefficients ranged between the total degree of each dimension and the total degree of the first axis (soft skills that must be available to graduates of Jazan University) as shown in Table (1) The values are statistically significant at the level of significance ((0.01), which indicates the homogeneity of the phrases and dimensions of the first axis and the total degree of it.

Table 1: shows the values of correlation coefficients between the total score for each dimension and the total degree of the dimensions of the first axis (soft skills that must be available to Jazan University graduates) (n = 300)

Dimensions Questionnaire	Whole Axis	The first dimension is the skill of communication and communication	The second dimension is the skill of time management	The third dimension is the skill of working within a team	The fourth dimension is the skill of planning	The fifth dimension is the skill of critical thinking	The sixth dimension is the skill of negotiation	The seventh dimension is the skill of crisis management	The eighth dimension is the skill of problem solving	The ninth dimension is the skill of decision-making	Tea Tenth Dimension Resilience Scale And adapting to variables
Correlation	1	.751**	.792**	.844**	.880**	.884**	.890**	.895**	.931**	.918**	.848**
Significance	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000

It is clear from the previous table that the correlation coefficients are all a function at the level of significance (0.000) for approaching the correct one, which indicates the homogeneity of the dimensions of the first axis and its validity for application.

The validity of the formation was also calculated by the method of internal consistency of the second axis (ways of accepting jobs for Jazan University graduates), by finding the correlation coefficient (Pearson correlation coefficient) and the values of the correlation coefficients ranged between the degree of each phrase and the total degree of the second axis (ways of accepting jobs for Jazan University graduates) as shown in Table (2) The values are statistically significant at the level of significance ((0.01), which indicates the homogeneity of the axis phrases and the total degree of the second axis.

Table 2: shows the values of correlation coefficients between the degree of each statement and the total score of the second axis (ways to accept jobs for female graduates of Jazan University) (n = 300)

Second Axis Phrases	Whole Axis	Statement 1	Statement 2	Statement 3	Statement 4	Statement 5	Statement 6	Statement 7	Statement 8	Statement 9	Statement 10
Correlation	1	.624**	.614**	.794**	.746**	.784**	.681**	.517**	.628**	.674**	.635**
Significance	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000

It is clear from the previous table that the correlation coefficients are all a function at the level of significance (0.000) to approach the correct one, which indicates the homogeneity of the dimensions of the second axis and its validity for application.

Stability coefficient:

The stability of the first axis was calculated using the alpha coefficient Cronbach, and the value of the Cronbach alpha coefficient for the axis as a whole was 0.962, which is a high value indicating the stability of the axis and the stability values for the dimensions of the axis range between 0.762, 0.772, which indicates the stability of the first axis.

Table 3: shows the values of the stability coefficient for the dimensions of the first axis (soft skills that must be available to graduates of Jazan University) (n = 300)

Dimensions Questionnaire	Whole Axis	The first dimension is the skill of communication and communication	The second dimension is the skill of time management	The third dimension is the skill of working within a	The fourth dimension is the skill of planning	The fifth dimension is the skill of critical thinking	The sixth dimension is the skill of negotiation	The seventh dimension is the skill of crisis management	The eighth dimension is the skill of problem solving	The ninth dimension is the skill of decision-making	The tenth dimension is the skill of flexibility and adaptation to variables
Alpha Cronbach	.962	.772	.773	.769	.763	.763	.765	.764	.762	.763	.770

The stability of the second axis was also calculated using the alpha coefficient Cronbach and the value of the Cronbach alpha factor for the axis as a whole was 0.826, which is a high value indicating the stability of the axis and the stability values of the axis statements range between 0.723, 0.756, which indicates the stability of the second axis.

Table 4: shows the values of the stability coefficient for the second axis (ways to accept jobs for Jazan University graduates) (n = 300)

Second Axis Phrases	Whole Axis	Statement 1	Statement 2	Statement 3	Statement 4	Statement 5	Statement 6	Statement 7	Statement 8	Statement 9	Statement 10
Alpha Cronbach	.826	.756	.737	.723	.728	.724	.728	.744	.724	.734	.736

The stability of the resolution as a whole was calculated using the alpha coefficient Alpha Cronbach and the value of the Cronbach alpha factor for the resolution as a whole was 0.803, which is a high value indicating the stability of the resolution and the stability values of the axes range between 0.826, 0.962, which indicates the stability of the resolution.

Table 5: shows the values of the stability coefficient for the resolution as a whole and its axes (n = 300)

Questionnaire Axes	Alpha Cronbach
The resolution as a whole	.803
The first axis (soft skills that must be available to graduates of Jazan University)	.962
The second axis (ways to accept jobs for Jazan University graduates)	.826

Preparing the proposed program for university graduates:

The elements of building the program were deduced according to the models of educational designs presented in the literature and previous studies, and after reaching the list of soft skills, the program was prepared so that graduates develop soft skills to enhance the ways of accepting jobs in the labor market, and the program included topics related to soft skills and distributed the topics of the program to (10) sessions divided into two sessions per week and allocated each session a training hour, and took care during the design of the program in its initial form to include (introduction to the definition of the program and its objectives - procedural objectives - category The program also included the timetable for the application of the program includes (day - session number - main topic - sub-topics - time - procedural objectives for each session - training methods and teaching aids used - evaluation procedure).

Table 6: shows the content of the proposed soft skills development program to enhance job acceptance methods for Jazan University graduates.

Arranging sessions	Session Topics	Number of sessions	Time
First Session	Acquaintance - Preparation for the program - Definition of the program (its components, objectives, importance) Pre-test	1	60 minutes

Session Two	Introducing the skill of communication and communication	1	60 minutes
Third Session	Introducing the skill of time management	1	60 minutes
Fourth Session	Introducing the skill of working within a team	1	60 minutes
Fifth Session	Introducing the skill of planning	1	60 minutes
Session Six	Introducing the negotiation skill	1	60 minutes
Seventh Session	Introducing the skill of critical thinking	1	60 minutes
Eighth Session	Introducing the skill of problem solving and decision-making	1	60 minutes
Ninth Session	Introducing the skill of crisis management	1	60 minutes
Tenth Session	Introducing the skill of flexibility and adaptation to variables, concluding and thanking the training group for their commitment to the training program, post-test	1	60 minutes

Program Honesty Calculation:

The sincerity of the program was verified after presenting it to a group of arbitrators specialized in curricula and teaching in order to express an opinion on the appropriateness of the program and its objectives and scientific content, and the program was modified according to the opinions of the arbitrators and then became ready in its final form.

Experimental application of the program (exploratory experiment): After ensuring the sincerity of the content of the program by the arbitrators, the research team applied the program to an exploratory sample consisting of (30) graduates from Jazan University in order to identify the ease of use of the program, the clarity and accuracy of its content, and to discover any problems during the program.

Application of the program on the experimental research sample: The experimental sample, which consisted of (75) graduates from Jazan University, was selected from the lower spring for the responses of the graduates of the research sample to the research questionnaire, i.e. those who do not have soft skills by sending an electronic link to the pre-test of the experimental sample and answering it through the previous information they had and after the application of the program, another electronic link was sent to the post-test of the experimental sample to answer the test questions after the end of the application of the proposed program to them.

Time Period: The duration of the program took 5 weeks via the application (Zoom), where the sessions were provided by two sessions per week from May to June 2023, and each session was allocated a training hour, and coordination was made with the graduates of the experimental research sample through the WhatsApp group.

Evaluation of the program through soft skills test: A pre-evaluation of the experimental sample, that is, before the application of the program in order to determine the level of their information and experience about these skills and a post-evaluation of the experimental sample after the completion of the application of the program Sessions.

Objective of the test: The aim of the test is to measure the soft skills in general, and each skill separately among Jazan University graduates in order to verify the effectiveness of the proposed soft skills development program.

Test content: The test content matrix was built related to soft skills (communication skills, time management, teamwork, planning, negotiation, critical thinking, crisis management, problem solving, decision-making, flexibility and adaptation to variables), the test vocabulary was formulated using the pattern of multiple choice questions, where the question header was formulated in the form of life situations related to the field of soft skills The test questions were formulated in their initial form, and then they were presented to (10) specialists in the field of program and curriculum design with the aim of Arbitration of the soft skills test in terms of studying the extent to which each individual is related to the main skill set to measure it and the link of vocabulary to soft skills as a whole, And its suitability for the target group, and the observations of the arbitrators were made, and then the test was designed in its final form after making the amendments proposed by the arbitrators, then it was applied to the exploratory sample to measure the sincerity and stability of the test vocabulary, then it was applied to the experimental sample, then statistical analyzes were conducted to determine the effectiveness of the proposed program for the development of soft skills to enhance the ways of accepting jobs for Jazan University graduates.

Statistical processing:

After collecting and unpacking the data, statistical treatments were performed using the SPSS program to determine the

arithmetic averages, standard deviation, frequencies, percentages and Pearson's correlation coefficient to measure the differences between the averages using the T Test, Paired-Samples and Wilcoxon test to detect whether there are statistically significant differences between the averages of the scores of the graduates of the research sample in both the pre- and post-test to apply the proposed program, and analysis of variance in one direction using the Anova test, calculation of relative weight and use of Cohen's equation To calculate the size of the impact of the proposed soft skills development program based on the pre- and post-application of the same group, in order to extract, discuss and interpret the results.

3 Results:

Results analyzed and interpreted: First: Descriptive results:

Description of the basic research sample: The following is a comprehensive description of the basic research sample shown in the table.

Table 7: shows the distribution of the members of the basic research sample according to the demographic characteristics (n = 300)

Statement	Categories Of the variable	Repetition	Percent	Statement	Categories Of the variable	Repetition	Percent
Age	From 20 to less than 25	48	16	Marital Status	I am single	92	31
	From 25 to less than 30	149	50		Married	168	56
	30 and more	103	34		Divorced	27	9
	Total	300	100%		Widow	13	4
Academic average	Excellent	150	50		Total	300	100%
	Very good	93	31	Academic Specialization	Administrative	59	20
	Good	38	12		literary	95	32
	Acceptable	17	6		scientific	146	48
	Weak	2	1		Total	300	100%
Place of residence	Total	300	100%				
	Village	116	39				
	city	184	61				
	Total	300	100%				

Table (7) shows the following: Age: It is clear that the highest percentage of respondents was from (25 to less than 30) by 50% while the lowest percentage was from (20 to less than 25) by 16%, marital status: it is clear that the highest percentage of respondents was married by 56% while the lowest percentage was widowed by 4%, academic average: It is clear that the highest percentage of respondents was excellent rate by 50%, while the lowest percentage was weak rate by 1%, academic specialization: It is clear that the highest percentage of respondents was scientific specialization by 48%, while the lowest percentage was administrative specialization by 20%, place of residence: It is clear that the highest percentage of respondents was the place of residence city by 61%, while the lowest percentage was the place of residence village by 39%.

Table 8: shows the distribution of the members of the experimental research sample according to the demographic characteristics (n = 75)

Statement	Categories Of the variable	Repetition	Percent	Statement	Categories Of the variable	Repetition	Percent
Age	From 20 to less than 25	14	19	Marital Status	I am single	33	44
	From 25 to less than 30	35	47		Married	37	49
	30 and more	26	34		Divorced	3	4
	Total	75	100%		Widow	2	3
Academic average	Excellent	47	62		Total	75	100%
	Very good	23	31	Academic Specialization	Administrative	28	37
	Good	5	7		literary	20	27
	Acceptable	0	0		scientific	27	36
	Weak	0	0		Total	75	100%
Place of	Total	300	100%				
	Village	32	43				

residence	city	43	57				
	Total	75	100%				

Table 8 shows the following: Age: The highest proportion of sample members was (25 to less than 30) 47% while the lowest (20 to less than 25) was 19%; Social status: The highest proportion of sample members were married at 49% while the lowest was a widow at 3%; Academic rate: The highest proportion of sample members was found to be excellent at 62% while the lowest was good at 7%. Academic specialty: The highest proportion of sample members was an administrative specialty at 37% while the lowest proportion was a literary specialty at 27%. Place of residence: It is clear that the highest proportion of sample members was found to be more than a city-dwelling at 34%.

The following five-sided Likert statistical model was adopted in Table (9):

Table 9: five-sided Likert statistical model

Very few	Few	Medium	Large	Very large
6-10	11-15	16-20	21-25	26-30

Table 10: shows the arithmetic averages and standard deviations of the dimensions of the axis (soft skills that must be available to female graduates of Jazan University), which are in descending order.

Number	Dimensions of the first axis	mean	Standard deviation	ranking	Level
4	Planning	23.8133	4.11277	1	Large
8	Problem solving	23.6733	3.96557	2	Large
1	Communication and communication skill	23.6400	3.58234	3	Large
7	Crisis Management	23.5367	3.87022	4	Large
6	Negotiating	23.4233	3.77336	5	Large
9	Decision	23.3500	3.91218	6	Large
3	Working in a team	23.2167	3.49912	7	Large
5	Critical thinking	22.9700	4.15451	8	Large
10	Flexibility and adaptation to variables	22.9267	3.33342	9	Large
2	Time management	22.4567	3.30118	10	Large
Overall tool		3.24826	23.3007	Large	

It is noted from Table (10) that the planning skill came in the first place with an arithmetic average (23.81) with a standard deviation (4.11), which is an indication that the response trends were (large) and we note that the skill of time management came in last place with an arithmetic average (22.46) with a degree (large), so we note from the arithmetic averages and standard deviations that there is a limited difference between them.

The following five-sided Likert statistical model was adopted in Table (11):

Table 11: five-sided Likert statistical model

Very few	Few	Medium	Large	Very large
1.00 – 1.80	1.81 – 2.6	2.61 – 3.40	3.41 – 4.20	4.20 – 5.00

Table 12: shows the arithmetic averages and standard deviations of the phrases of the second axis (ways to accept jobs for female graduates of Jazan University), which are arranged in descending order

Number	Phrases of the second axis	mean	Standard deviation	ranking	Level
1	Phrase 1	4.65	.601	1	Very large
10	Phrase 10	4.54	.680	2	Very large
7	Phrase 7	4.53	.619	3	Very large
2	Phrase 2	4.49	.692	4	Very large
3	Phrase 3	4.49	.784	5	Very large
9	Phrase 9	4.42	.687	6	Very large
4	Phrase 4	4.35	.746	7	Very large
5	Phrase 5	4.27	.764	8	Very large
6	Phrase 6	4.01	.848	9	Very large
8	Phrase 8	3.61	1.320	10	large
Overall tool		4.3170	.49830	Very large	

It is noted from Table (12) that the first phrase enables the university degree to join the jobs came with a degree (very

large) in first place with an arithmetic average (4.65) with a standard deviation (.601), which is an indication that the response trends were in a degree (very large) and we note that the eighth phrase I have certificates of experience in volunteer work in community service came in last place with an arithmetic average (3.61) with a degree (large), so we note from the arithmetic averages and standard deviations that there is a limited difference between them.

Second: Results in light of research hypotheses:

1. Results in light of the first hypothesis: which states "**soft skills that must be available to Jazan University graduates can be identified to enhance the means of job acceptance.**"

This hypothesis was answered by reviewing previous studies that were concerned with the development of soft skills, namely: Qwaider (2017), Agha (2019), Woodard (2018), Batsh (2019), Moussa (2019), Horbacauskien (2019), Al-Zayan (2020), Otaiba (2021), Madkhali (2022), Al-Nufaie (2023), and accordingly a list of soft skills was built for graduates to help them get jobs and a job opportunity that suits their potential and abilities, and the list included ten main skills: Communication, time management, teamwork, planning, negotiation, critical thinking, crisis management, problem solving, decision-making, flexibility and adaptation to variables, thus achieving the first hypothesis completely.

2. Results in light of the second hypothesis: which states that "there are no statistically significant differences between the graduates of the research sample in the soft skills that must be available to the graduates of Jazan University in its ten dimensions according to the variables (age, academic specialization, academic average, place of residence)".

To verify the validity of this hypothesis, a test (T.Test) was conducted to determine the significance of the differences between the responses of the research sample in the soft skills that must be available to the graduates of Jazan University in its ten dimensions according to the variable (place of residence), and analysis of variance (Anova) to determine the significance of the differences between the responses of the research sample in the soft skills that must be available to graduates of Jazan University in its ten dimensions according to variables (age, academic specialization, academic average)

Table 13: shows the significance of the statistical differences between the responses of the research sample in the soft skills that must be available to graduates of Jazan University in its ten dimensions according to the variable (place of residence) n = (300)

Dimensions of the first axis	Place of residence	mean	Standard deviation	Mean Difference	sample	T test	Significance
The axis as a whole	city	234.1902	32.09126	3.06	184	.794	.428
	Village	231.1293	33.14672		116		
The first dimension: the skill of communication and communication	city	24.2446	3.37460	1.56	184	3.762	Significant at 0.000
	Village	22.6810	3.70569		116		
The second dimension: the skill of time management	city	22.6196	4.37636	0.42	184	1.077	.282
	Village	22.1983	3.73519		116		
The third dimension: the skill of working within a team	city	23.3641	3.47717	0.38	184	.919	.359
	Village	22.9828	3.53611		116		
Fourth dimension: planning skill	city	23.9348	4.13780	0.31	184	.644	.520
	Village	23.6207	4.08317		116		
The Fifth Dimension: Negotiation	city	22.9130	4.31582	-1.4730-	184	-.299-	.765
	Village	23.0603	3.90159		116		
The sixth dimension: the skill of critical thinking	city	23.4620	3.90161	0.099	184	.323	.760
	Village	23.3621	3.57624		116		
The seventh dimension: crisis management skill	city	23.6848	3.91837	0.38	184	.834	.405
	Village	23.3017	3.79753		116		
The eighth dimension: the skill of solving problems	city	23.6196	3.95423	-1.13906-	184	-.295-	.768
	Village	23.7586	3.99918		116		
The Ninth dimension: Decision-making skill	city	23.3043	3.89827	-1.11807-	184	-.254-	.800
	Village	23.4224	3.95002		116		
The Tenth dimension: The skill of flexibility and adaptation to changes	city	23.0435	3.25732	0.30	184	.764	.446
	Village	22.7414	3.45687		116		

It is clear from the results of Table (13) that there are no statistically significant differences between the graduates of the research sample in the soft skills that must be available to the graduates of Jazan University in nine dimensions according to the variable (place of residence), while there are differences in the first dimension of communication skill in favor of the place of residence in the city.

Analysis of Anova variance to find the value of (F) to find out the significance of the differences between the responses of the research sample in the soft skills that must be available to graduates of Jazan University in its ten dimensions according to the variable (age).

Table 14: shows the significance of the statistical differences between the responses of the research sample in the soft skills that must be available to the graduates of Jazan University in its ten dimensions according to the variable (age) n = (300)

Dimensions of the first axis	Age	Sum of squares	Mean Square	Degrees of freedom	F Test	Significance
The axis as a whole	Between groups	26189.875	13094.938	2	13.444	Significant at 0.000
	Within Groups	289290.111	974.041	297		
	Total	315479.986667		299		
The first dimension: the skill of communication and communication	Between groups	102.485	51.243	2	4.075	Significant at 0.018
	Within Groups	3734.635	12.575	297		
	Total	3837.120		299		
The second dimension: the skill of time management	Between groups	189.453	94.726	2	9.167	Significant at 0.000
	Within Groups	3068.984	10.333	297		
	Total	3258.437		299		
The third dimension: the skill of working within a team	Between groups	346.144	173.072	2	15.507	Significant at 0.000
	Within Groups	3314.772	11.161	297		
	Total	3660.917		299		
Fourth dimension: planning skill	Between groups	171.524	85.762	2	5.213	Significant at 0.006
	Within Groups	4886.022	16.451	297		
	Total	5057.547		299		
The Fifth Dimension: Negotiation The sixth dimension: the skill of critical thinking	Between groups	620.293	310.147	2	20.287	Significant at 0.000
	Within Groups	4540.437	15.288	297		
	Total	5160.730		299		
The sixth dimension: the skill of critical thinking	Between groups	271.105	135.553	2	10.100	Significant at 0.000
	Within Groups	3986.131	13.421	297		
	Total	4257.237		299		
The seventh dimension: crisis management skill The eighth dimension: the skill of solving problems	Between groups	177.074	88.537	2	6.113	Significant at 0.003
	Within Groups	4301.523	14.483	297		
	Total	4478.597		299		
The eighth dimension: the skill of solving problems	Between groups	342.030	171.015	2	11.650	Significant at 0.000
	Within Groups	4359.957	14.680	297		
	Total	4701.987		299		
The Ninth dimension: Decision-making skill	Between groups	383.555	191.777	2	13.585	Significant at 0.000
	Within Groups	4192.695	14.117	297		
	Total	4576.250		299		
The Tenth dimension: The skill of flexibility and adaptation to changes	Between groups	264.335	132.168	2	12.836	Significant at 0.000
	Within Groups	3058.052	10.296	297		
	Total	3322.387		299		

It is clear from Table (14) that there are statistically significant differences at the level of significance (0.01) between the responses of the research sample in the soft skills that must be available to graduates of Jazan University in its ten dimensions according to the variable (age), and to identify the trend of significance of differences, the LSD test was applied for multiple comparisons and Table (15) illustrates this.

Table 15: shows the trend of significance of the statistical differences between the responses of the research sample in the soft skills that must be available to graduates of Jazan University in its ten dimensions according to the variable (age) n = (300)

The axis as a whole	Age	From 20 to less than 25		From 25 to less than 30		30 and more	
		Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance
	From 20 to less than 25			26.77615*	0.000	18.70975*	0.001
	From 25 to less than 30	26.77615*	0.000			-8.06640*	0.045
	30 and more	18.70975*	0.001	8.06640*	0.045		
The first dimension: the skill of communication and communication	Age	From 20 to less than 25		From 25 to less than 30		30 and more	
		Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance
	From 20 to less than 25			1.58990*	0.007	1.60053*	0.010
	From 25 to less than 30	-1.58990*	0.007			.01062	0.981
	30 and more	-1.60053*	0.010	-.01062-	0.981		
The second dimension: the skill of time management	Age	From 20 to less than 25		From 25 to less than 30		30 and more	
		Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance
	From 20 to less than 25			2.28006*	0.000	1.62156*	0.004
	From 25 to less than 30	-2.28006*	0.000			-.65850-	0.111
	30 and more	-1.62156-	0.004	.65850	0.111		
The third dimension: the skill of working within a team	Age	From 20 to less than 25		From 25 to less than 30		30 and more	
		Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance
	From 20 to less than 25			3.06795*	0.000	2.57646*	0.000
	From 25 to less than 30	-3.06795*	0.000			-.49150-	0.252
	30 and more	-2.57646*	0.000	.49150	0.252		
Fourth dimension: planning skill	Age	From 20 to less than 25		From 25 to less than 30		30 and more	
		Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance
	From 20 to less than 25			2.13870*	0.002	1.33333	0.061
	From 25 to less than 30	-2.13870*	0.002			-.80537-	0.122
	30 and more	-1.33333-	0.061	.80537	0.122		
The Fifth Dimension: Negotiation	Age	From 20 to less than 25		From 25 to less than 30		30 and more	
		Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance
	From 20 to less than 25			3.90548*	0.000	1.96197*	0.004
	From 25 to less than 30	-3.90548*	0.000			-1.94351*	0.000
	30 and	-1.96197*	0.004	1.94351*	0.000		

	more						
Sixth dimension: Critical thinking skill	Age	From 20 to less than 25		From 25 to less than 30		30 and more	
		Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance
	From 20 to less than 25			2.72609*	0.000	1.92294*	0.003
	From 25 to less than 30	-2.72609-*	0.000			-.80315-	0.088
	30 and more	-1.92294-*	0.003	.80315	0.088		
Seventh dimension: Crisis management skill	Age	From 20 to less than 25		From 25 to less than 30		30 and more	
		Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance
	From 20 to less than 25			2.14164*	0.001	1.22472	0.067
	From 25 to less than 30	-2.14164-*	0.001			-.91692-	0.061
	30 and more	-1.22472-	0.067	.91692	0.061		
The eighth dimension: Problem solving skill	Age	From 20 to less than 25		From 25 to less than 30		30 and more	
		Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance
	From 20 to less than 25			3.00643*	0.000	1.82079*	0.007
	From 25 to less than 30	-3.00643-*	0.000			-1.18564-*	0.016
	30 and more	-1.82079-*	0.007	1.18564*	0.016		
Ninth dimension: Decision-making skill	Age	From 20 to less than 25		From 25 to less than 30		30 and more	
		Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance
	From 20 to less than 25			3.24734*	0.000	2.35336*	0.000
	From 25 to less than 30	-3.24734-*	0.000			-.89399-	0.064
	30 and more	-2.35336-*	0.000	.89399	0.064		
Tenth dimension: The skill of flexibility and adaptation to changes	Age	From 20 to less than 25		From 25 to less than 30		30 and more	
		Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance
	From 20 to less than 25			2.67254*	0.000	2.29409*	0.000
	From 25 to less than 30	-2.67254-*	0.000			-.37845-	0.358
	30 and more	-2.29409-*	0.000	.37845	0.358		

It is clear from the results of Table (15) that there are differences between the responses of the research sample in the soft skills that must be available to the graduates of Jazan University in its ten dimensions according to the variable (age) and the axis and as a whole between the graduates of the basic research sample whose ages ranged from 20 to less than 25 years and both graduates members of the sample whose ages ranged from 25 to less than 30, 30 or more in favor of graduates whose ages were from 25 to less than 30 at the level of significance (0.01).

Analysis of Anova variance to find the value of (F) to determine the significance of the differences between the responses of the research sample in the soft skills that must be available to graduates of Jazan University in its ten dimensions according to the variable (academic specialization).

Table 16: shows the significance of the statistical differences between the responses of the research sample in the soft skills that must be available to the graduates of Jazan University in its ten dimensions according to the variable (academic specialization) n = (300)

Dimensions of the first axis	Academic Specialization	Sum of squares	Mean Square	Degrees of freedom	F Test	Significance
The axis as a whole	Between groups	937.738	468.869	2	0.443	0.643
	Within Groups	314542.249	1059.065	297		
	Total	315479.987		299		
The first dimension: the skill of communication and communication	Between groups	70.143	35.071	2	2.765	0.065
	Within Groups	3766.977	12.683	297		
	Total	3837.120		299		
The second dimension: the skill of time management	Between groups	63.098	31.549	2	2.932	
	Within Groups	3195.339	10.759	297		
	Total	3258.437		299		
The third dimension: the skill of working within a team	Between groups	39.312	19.656	2	1.612	0.201
	Within Groups	3621.604	12.194	297		
	Total	3660.917		299		
Fourth dimension: planning skill	Between groups	7.210	3.605	2	0.212	0.809
	Within Groups	5050.336	17.004	297		
	Total	5057.547		299		
The Fifth Dimension: Negotiation	Between groups	77.043	38.521	2	2.251	0.107
	Within Groups	5083.687	17.117	297		
	Total	5160.730		299		
The sixth dimension: the skill of critical thinking	Between groups	7.981	3.990	2	0.279	0.757
	Within Groups	4249.256	14.307	297		
	Total	4257.237		299		
Seventh dimension: Crisis management skill	Between groups	.728	.364	2	0.024	0.976
	Within Groups	4477.869	15.077	297		
	Total	4478.597		299		
The eighth dimension: the skill of solving problems	Between groups	23.275	11.637	2	0.739	0.479
	Within Groups	4678.712	15.753	297		
	Total	4701.987		299		
Ninth dimension: Decision-making skill	Between groups	37.888	18.944	2	1.240	0.291
	Within Groups	4538.362	15.281	297		
	Total	4576.250		299		
Tenth dimension: The skill of flexibility and adaptation to changes	Between groups	13.755	6.878	2	0.617	0.540
	Within Groups	3308.631	11.140	297		
	Total	3322.387		299		

It is clear from Table (16) that there are no statistically significant differences at the level of significance (0.05) between the responses of the research sample in the soft skills that must be available to graduates of Jazan University in its ten dimensions according to the variable (academic specialization).

Analysis of Anova variance to find the value of (F) to find out the significance of the differences between the responses of the research sample in the soft skills that must be available to graduates of Jazan University in its ten dimensions according to the variable (academic average).

Table 17: shows the significance of the statistical differences between the responses of the research sample in the soft skills that must be available to the graduates of Jazan University in its ten dimensions according to the variable (academic average) n = (300)

Dimensions of the first axis	Academic GPA	Sum of squares	Mean Square	Degrees of freedom	F Test	Significance
The axis as a whole	Between groups	11755.209	2938.802	4	2.854	Significant at 0.024
	Within Groups	303724.777	1029.576	295		
	Total	315479.987		299		
The first dimension: the	Between groups	573.197	143.299	4	12.952	Significant at

skill of communication and communication	Within Groups	3263.923	11.064	295		0.000
	Total	3837.120		299		
The second dimension: the skill of time management	Between groups	68.191	17.048	4	1.576	0.181
	Within Groups	3190.245	10.814	295		
	Total	3258.437		299		
The third dimension: the skill of working within a team	Between groups	108.153	27.038	4	2.245	0.064
	Within Groups	3552.764	12.043	295		
	Total	3660.917		299		
Fourth dimension: planning skill	Between groups	196.169	49.042	4	2.976	Significant at 0.020
	Within Groups	4861.378	16.479	295		
	Total	5057.547		299		
The Fifth Dimension: Negotiation	Between groups	131.620	32.905	4	1.930	0.105
	Within Groups	5029.110	17.048	295		
	Total	5160.730		299		
The sixth dimension: the skill of critical thinking	Between groups	142.601	35.650	4	2.556	Significant at 0.039
	Within Groups	4114.636	13.948	295		
	Total	4257.237		299		
Seventh dimension: Crisis management skill	Between groups	149.556	37.389	4	2.548	Significant at 0.040
	Within Groups	4329.041	14.675	295		
	Total	4478.597		299		
The eighth dimension: the skill of solving problems	Between groups	107.505	26.876	4	1.726	0.144
	Within Groups	4594.482	15.575	295		
	Total	4701.987		299		
Ninth dimension: Decision-making skill	Between groups	154.876	38.719	4	2.583	Significant at 0.037
	Within Groups	4421.374	14.988	295		
	Total	4576.250		299		
Tenth dimension: The skill of flexibility and adaptation to changes	Between groups	117.222	29.305	4	2.697	Significant at 0.031
	Within Groups	3205.165	10.865	295		
	Total	3322.387		299		

It is clear from Table (17) that there are statistically significant differences at the level of significance (0.01) between the responses of the research sample in the soft skills that must be available to Jazan University graduates according to the variable (academic average) in the axis as a whole and in the first dimension Communication and communication skill, the fourth dimension planning skill, the sixth dimension critical thinking skill, the seventh dimension crisis management skill, the ninth dimension decision-making skill, the tenth dimension the skill of flexibility and adaptation to variables, there are no differences in the dimension while the second dimension is a skill Time management, the third dimension is the skill of working in a team, the fifth dimension is negotiation, the eighth dimension is problem-solving skill.

Through the above results, we conclude that the second hypothesis was partially achieved, as there are no statistically significant differences between the graduates of the research sample in the soft skills that must be available to graduates of Jazan University in nine dimensions depending on the variable (place of residence), while there are differences in the first dimension Communication skill in favor of the place of residence in the city, and there are statistically significant differences at the level of significance (0.01) between the responses of the research sample in the soft skills that must be available to Graduates of Jazan University in its ten dimensions according to the variable (age) and in favor of graduates aged from 25 to less than 30 years, and there are no statistically significant differences at the level of significance (0.05) between the responses of the research sample according to the variable (academic specialization), There are statistically significant differences at the level of significance (0.01) between the responses of the research sample according to the variable (academic average) in the axis as a whole and in the first dimension the skill of communication and communication, the fourth dimension the planning skill, the sixth dimension the critical thinking skill, the seventh dimension crisis management skill, the ninth dimension the decision-making skill, the tenth dimension the skill of flexibility and adaptation to variables, there are no differences in the dimension while the second dimension is the skill of time management, the third dimension is the skill of working within a team, the fifth dimension is negotiation, the eighth dimension is the skill of solving Problems.

3. Results in light of the third hypothesis: which states that "there are no statistically significant differences between the graduates of the research sample in the ways of accepting jobs according to the variables (age, academic specialization, academic average, place of residence)"

To verify the validity of this hypothesis, a test was conducted: (T.Test) to determine the significance of the differences between the responses of the research sample in the axis of ways to accept jobs according to the variable (place of residence), the analysis of variance test (Anova) to find out the significance of the differences between the responses of the research sample in the axis of ways to accept jobs according to variables (age, academic specialization, academic average).

Table 18: shows the significance of the statistical differences between the responses of the research sample in the second axis Ways to accept jobs according to the variable (place of residence) n = (300)

The second axis	Place of residence	mean	Standard deviation	Mean Difference	Sample	T test	Significance
The axis as a whole	City	43.5326	4.77803	.93778	184	1.591	.113
	Village	42.5948	5.26180		116		

It is clear from the results of Table (18) that there are no statistically significant differences between the graduates of the research sample in the axis of ways of accepting jobs according to the variable (place of residence).

Analysis of Anova variance to find the value of (F) to determine the significance of the differences between the responses of the research sample in the axis of ways to accept jobs according to variables (age, academic specialization, academic average).

Table 19: shows the significance of the statistical differences between the responses of the research sample in the second axis Ways to accept jobs according to the variable (age) n = (300)

The second axis	Age	Sum of squares	Mean Square	Degrees of freedom	F Test	Significance
The axis as a whole	Between groups	35.475	17.737	2	.713	0.491
	Within Groups	7388.855	24.878	297		
	Total	7424.330		299		

It is clear from Table (19) that there are no statistically significant differences at the level of significance (0.01) between the responses of the research sample in the second axis Ways to accept jobs according to the variable (age).

Analysis of Anova variance to find the value of (F) to find out the significance of the differences between the responses of the research sample in the axis of ways of accepting jobs according to the variable (academic specialization).

Table 20: shows the significance of the statistical differences between the responses of the research sample in the second axis Ways to accept jobs according to the variable (academic specialization) n = (300)

The second axis	Academic Specialization	Sum of squares	Mean Square	Degrees of freedom	F Test	Significance
The axis as a whole	Between groups	244.299	122.150	2	5.053	Significant at 0.007
	Within Groups	7180.031	24.175	297		
	Total	7424.330		299		

It is clear from Table (20) that there are statistically significant differences at the level of significance (0.01) between the responses of the research sample in the second axis, ways of accepting jobs according to the variable (academic specialization), and to identify the trend of significance of differences, the LSD test was applied for multiple comparisons and Table (21) shows that.

Table 21: shows the direction of the significance of the statistical differences between the responses of the research sample in the second axis Ways to accept jobs according to the variable (academic specialization) n = (300)

The axis as a whole	Academic Specialization	Administrative		literary		scientific	
		Mean Square	Significance	Mean Square	Significance	Mean Square	Significance
	Administrative			-1.02908-	0.208	-2.29173-*	0.003
literary	1.02908	0.208			-1.26265-	0.052	
scientific	2.29173	0.003	1.26265	0.052			

It is clear from the results of Table (21) that there are differences between the responses of the research sample in the second axis, ways of accepting jobs according to the variable (academic specialization) among the graduates of the basic

research sample whose academic specialization is scientific, literary, administrative, in favor of graduates whose academic specialization was scientific at the level of significance (0.01)

Analysis of Anova variance to find the value of (F) to find out the significance of the differences between the responses of the research sample in the axis of ways to accept jobs according to the variable (academic average).

Table 22: shows the significance of the statistical differences between the responses of the research sample in the second axis Ways to accept jobs according to the variable (academic average) n = (300)

The second axis	Academic Specialization	Sum of squares	Mean Square	Degrees of freedom	F Test	Significance
The axis as a whole	Between groups	565.430	141.357	4	6.080	Significant at 0.000
	Within Groups	6858.900	23.251	295		
	Total	7424.330		299		

It is clear from Table (22) that there are statistically significant differences at the level of significance (0.01) between the responses of the research sample in the second axis, ways of accepting jobs according to the variable (academic average), and to identify the trend of significance of differences, the LSD test was applied for multiple comparisons and Table (23) shows that.

Table 23: shows the direction of the significance of statistical differences between the responses of the research sample in the second axis Ways of accepting jobs according to the variable (academic average) n = (300)

The axis as a whole	Academic Specialization	Weak		Acceptable		Good		Very good		Excellent	
		Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance	Mean Difference (I-J)	Significance
		Weak			7.0588	0.051	2.0526	0.558	2.0537	0.552	1.0667
Acceptable	-7.058-	0.051			-5.0061-*	0.000	-5.0050-*	0.000	-5.992-*	0.000	
Good	-2.0526-	0.558	5.006*	0.000			.00113	0.999	-9.9859-	0.261	
Very good	-2.0537-	0.525	5.005*	0.000	-.00113-	0.999			-9.9871-	0.122	
Excellent	-1.0666-	0.765	5.992*	0.000	.98596	.261	.98710	.122			

It is clear from the results of Table (23) that there are differences between the responses of the research sample in the second axis Ways of accepting jobs according to the variable (academic average) among the graduates of the basic research sample who obtained an excellent academic average, very good, good, acceptable, weak in favor of the graduates who obtained an excellent and very good academic average at the level of significance (0.01).

Through the above results, we conclude that the third hypothesis was partially achieved, as there are no statistically significant differences between the graduates of the research sample in the axis of ways to accept jobs according to the variable (place of residence), and there are no statistically significant differences at the level of significance (0.01) between the responses of the research sample in the second axis Ways to accept jobs according to the variable (age), and there are statistically significant differences at the level of significance (0.01) between the responses of the research sample in the second axis Ways to accept jobs According to the variable (academic specialization) in favor of graduates whose academic specialization was scientific, and there are statistically significant differences at the level of significance (0.01) between the responses of the research sample in the second axis Ways of accepting jobs according to the variable (academic average) in favor of graduates who had obtained an excellent and very good academic average.

4. Results in light of the fourth hypothesis: which states that "there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the scores of the study sample members in the pre- and post-test in awareness of soft skills to enhance the ways of accepting jobs for graduates of Jazan University."

To prove the validity of the fourth hypothesis, there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the scores of the study sample members in the pre- and post-test in the development of soft skills to enhance the means of accepting jobs for graduates of Jazan University, the following steps have been followed:

The moderation of the distribution of data for both the total score of the pre- and post-soft skills test was verified and in Table (24) the results of this are illustrated.

Table 24: Results of the Moderation Test for Pre- and Post-Soft Skills Test

Test	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre	0.159	75	0.000	0.883	75	0.000

Post	0.254	75	0.000	0.772	75	0.000
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It is clear from the previous table No. (24) that the values of moderation for the soft skills development test before and after are smaller than the level of significance (0.05), and this means that it is statistically significant, which confirms the lack of moderation of the normal distribution, which allowed the use of Wilcoxon Test, which is an alternative non-parametric test to the (T-Test) for two related samples to identify the statistical significance of the differences between the average scores of the study sample in both the pre- and post-application of the soft skills development program.

To verify the validity of the research hypothesis, the significance of the differences between the average scores of the study sample was calculated in both the pre- and post-application of the soft skills development program using Wilcoxon Test.

Table 25: shows the results of the Wilcoxon Test for the significance test of the differences between the average scores of the study sample in both the pre- and post-application of the soft skills development program

Mean Rank		Test statistic (Z)	Sig. (P.Value)
signals (+)	Signals (-)		
40.47	9.58	-7.227 ^b	Significant at 0.000

From the previous table No. (25), we find a value = 0.000 sig. (P.Value), which is smaller than the significance level (0.05), and this means that there are significant differences between the averages of the scores of the study sample in both the pre- and post-application of the soft skills development program.

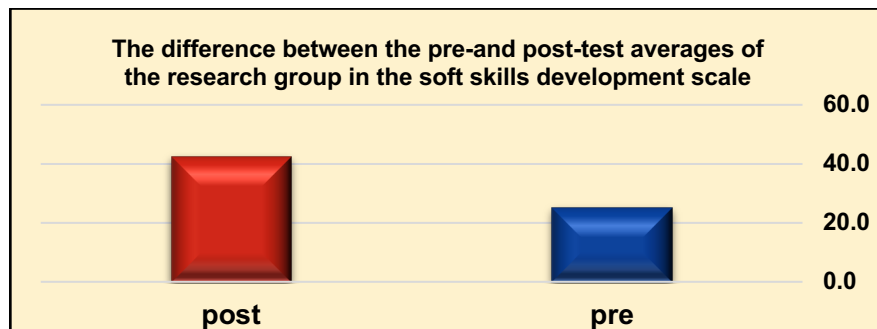


Fig. 2: shows the differences between the averages of the pre- and post-measurement scores of the

Research group in the soft skills development scale

Through the above results, we conclude that the fourth hypothesis was fully achieved, as there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the scores of the study sample members in the pre- and post-test in the proposed program for the development of soft skills to enhance the means of job acceptance for female graduates of Jazan University.

5. Results in light of the fifth hypothesis: which states that "there is an impact of the implementation of the proposed soft skills development program to enhance the means of job acceptance for female graduates of Jazan University."

To prove the validity of the fifth hypothesis, Cohen's D test was used, and the following equation was applied:

$$d = \frac{\mu_1 - \mu_2}{\alpha}$$

where μ_1 = the value of the mean of the pre-test, μ_2 = the value of the mean of the post-test, α = the standard deviation common to the two tests.

$$d = \frac{42.27 - 24.88}{10.75}$$

$$d = \frac{17.39}{10.75} = 1.6$$

Table 26: shows the results of Cohen's equation.

Pre-test Mean	Post-Test Mean	Standard deviation	Cohen's equation "D"	The amount of impact size
24.88	42.27	10.75	1.6	Very Large

It is clear from the results of the previous table that the value of the Cohen coefficient is equal to (1.6), which is a value

greater than 0.80, which indicates that there is a large impact of the proposed soft skills development program to enhance job acceptance for female graduates of Jazan University."

The size of the impact is determined by the following scale: (Ahmed Abdel Badie, 22,2022)

$d = 0.2$, *Small Effect*

$d = 0.5$, *Medium Effect*

$d = 0.8$, *Large Effect*

In light of the above results, the validity of the fifth hypothesis has been achieved in full, as there is a significant impact of the application of the proposed soft skills development program to enhance the ways of accepting jobs for Jazan University graduates, and this result agreed with the study of (Bassam Abu Hashish, 2022), (Maram Al-Nefaie, 2023), which indicates that there is a very large impact of the training program based on enhancing soft skills appropriate to the labor market among university graduates.

4 Discussions:

1. According to what has been seen from previous studies, a list of soft skills was built for graduates to help them get job opportunities, and the list included ten main skills: communication, time management, teamwork, negotiation and planning, critical thinking, crisis management, problem solving, decision-making, flexibility and adaptation to variables, thus achieving the first hypothesis completely.
2. Through the above results, it is clear that the second hypothesis was partially achieved, as there are no statistically significant differences between the graduates of the research sample in the soft skills that must be available to graduates of Jazan University in nine dimensions according to the variable (place of residence), while there are differences in the first dimension of communication skill in favor of the place of residence in the city, and there are statistically significant differences at the level of significance (0.01) between the responses of the research sample according to the variable (age) and in favor of graduates that Aged from 25 to less than 30 years, there are no statistically significant differences at the level of significance (0.05) between the responses of the research sample according to the variable (academic specialization), there are statistically significant differences at the level of significance (0.01) between the responses of the research sample according to the variable (academic average) in the axis as a whole and in the first dimension Communication and communication skill, the fourth dimension planning skill, the sixth dimension critical thinking skill, the seventh dimension crisis management skill, the ninth dimension decision-making skill, the tenth dimension the skill of flexibility and adaptation to variables, there are no differences in the dimension while the second dimension is a time management skill, the third dimension is a skill Working in a team, the fifth dimension is negotiation, the eighth dimension is problem-solving skill.
3. Through the above results, it is clear that the third hypothesis was partially achieved, as there are no statistically significant differences between the graduates of the research sample in the axis of ways to accept jobs according to the variable (place of residence), and there are no statistically significant differences at the level of significance (0.01) between the responses of the research sample in the second axis according to the variable (age), and there are statistically significant differences at the level of significance (0.01) between the responses of the research sample in the second axis according to the variable (academic specialization) In favor of graduates whose academic specialization was scientific, and there are statistically significant differences at the level of significance (0.01) between the responses of the research sample in the second axis according to the variable (academic average) in favor of graduates who had an excellent and very good academic average.
4. Through the above results, it was found that the fourth hypothesis was fully achieved, as there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the scores of the study sample members in the pre- and post-test in the proposed program for the development of soft skills to enhance the ways of accepting jobs for graduates of Jazan University.
5. In light of the above results, it is clear that the validity of the fifth hypothesis has been achieved in full, as there is a significant impact of the application of the proposed soft skills development program to enhance the means of accepting jobs for female graduates of Jazan University.

5 Conclusions

In the present study, a proposed program for the development of soft skills among students was presented at the University in order to emphasize the importance of soft skills among students, as soft skills are one of the basic skills that students need to succeed in university studies, professional and personal life, and also are the basic skills that employers are looking

for in graduates, where students can acquire many abilities and personal qualities that help the individual to communicate effectively with others, work with them cooperatively, crisis management and problem solving, critical thinking, decision-making, planning and time management, and achieve their goals, and the university must play an active role in the development of soft skills at By providing training programs, workshops and study plans that focus on these skills, students are motivated to participate in student activities and volunteer in the community.

6 Recommendations

1. Using various educational strategies to develop soft skills for students at the University.
2. Providing the Arab library with research, studies and books that are concerned with soft skills.
3. Include soft skills training in the study plan of students at the university.

Propositions:

1. Conduct further studies on soft skills and challenges in the labor market.
2. Conduct further studies on soft skills and AI challenges.
3. Conducting further studies on the design of training programs to develop the rest of the soft skills among students and graduates to meet the requirements of the labor market.

Conflict of Interest:

The authors certify that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

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