SOFT SKILLS AND THEIR RELATIONSHIP WITH ENTREPRENEURIAL ORIENTATION AMONG THE STUDENTS OF THE SCHOOL OF BUSINESS AT MU'TAH UNIVERSITY

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ABSTRACT: *This study aimed at identifying the relationship of soft skills (communication and interaction, time management, leadership, planning, decision making, and problem-solving) with entrepreneurial orientation among the students of the faculty of business at Mu'tah University. To achieve the study objectives, a questionnaire was developed and distributed to the study sample individuals which consisted of (275) individuals. (271) questionnaires were valid for analysis, with a percentage of (98.54%). (SPSS V. 21) was used to analyze the data and test the study hypotheses.*
The results showed that there is a strong positive relationship between soft skills and entrepreneurial orientation among the students of the faculty of business at Mu'tah University, with a correlation coefficient of (0.66), which is statistically significant at (0.01).
In the light of the results, the study recommended the necessity of promoting soft skills among students by developing qualitative training courses that would enhance students' abilities and establish an effective entrepreneurial orientation.

1.1 INTRODUCTION:

Skills are the most important feature characterizing individuals from each other. Therefore, the anthropologist, Edward.T.Hall, suggested that skill is one of our most important properties [1]. Undoubtedly, our current time is the time for soft skills, where the individual should have unique skills that distinguish him from others to achieve success in his life at the professional level or in his social relationships.

For a long time, soft skills didn't have the important role that it enjoys nowadays after it became as one of the most important recent skills that should be available among entrepreneur sand employees as well; this requires increased training to develop those skills, especially when most institutions require the availability of those skills among job applicants.

Soft skills are various and they vary from one domain to another. They are considered a modern term, which has begun to emerge more extensively recently. Soft skills refer to the basic skills associated with the individual's ability to deal and communicate with others, introduce his ideas and have the ability of persuasion, the ability to affect others, the ability of planning and time management effectively, as well as the ability of decision-making and problem-solving. Soft skills are viewed as complementary to hard skills, which refer to the individual's knowledge, educational qualifications, and professional skills [2].

Entrepreneurship is one of the topics that gained more interest during the latest years due to technological development and globalization, in addition to the increased interest in the private sector to have a prominent role in the process of economic development.

Nowadays, entrepreneurship is used to refer to innovators in all the domains by introducing their achievements and the success that they achieved.

Soft skills are considered as factors that determine the individual's success, enable him to enter the labor market, take risks, invent and help in making him a successful entrepreneur who contributes effectively in building himself and his community.

Therefore, the current study aimed at highlighting soft skills and their relationship with entrepreneurial orientation.

1.2 The Study Problem And Questions:

In the light of the increased number of graduates in the various specialties, the lack of work opportunities to cope with the increased rates of unemployed individuals as well as the economic recession that resulted in the inability of public and private sectors to employ university graduates led to high ratios of unemployment, which reached (19.2%) during the second quarter of the year 2019 [3]. Therefore, it was necessary to set practical solutions for this problem.

Accordingly, it was important to address this problem and introduce practical recommendations to promote soft skills among students which would, in turn, enhance entrepreneurial orientation among them and help them in obtaining the appropriate job opportunities and reduce the problem of unemployment.

Due to the prominent role of entrepreneurship in reducing unemployment and providing job opportunities for graduate students, we found that it is necessary to address soft skills (communication and interaction, time management, leadership, planning, decision making, and problem-solving) and their relationship with entrepreneurial orientation among the students of the faculty of business at Mu'tah University.

Therefore, the study problem lies in identifying the relationship of soft skills with entrepreneurial orientation among the students of the faculty of business at Mu'tah University.

1.3 The Study Importance:

Due to the rapid development in the business environment and the increased dependency on technological development in all the domains of life as well as the increased requirements of knowledge era and the strong competition between the different sectors, individuals had to gain skills that enable them to innovate, obtain the appropriate job opportunities and establish their own projects. Therefore, the study's importance lies in addressing soft skills and their relationship with entrepreneurial orientation among the students of the faculty of business at Mu'tah University.

Furthermore, the study's importance lies in its ability to provide services to the targeted population and benefit them by introducing the scientific and practical recommendations that demonstrate the importance of soft skills in developing entrepreneurial capabilities and promoting entrepreneurial work. The study also contributes to identifying the most important soft skills that individuals should have to enhance their entrepreneurial orientations in addition to identifying their knowledge about the importance of entrepreneurial work which would, in turn, make them able to determine their future orientations.

The results and recommendations would also be beneficial to the various faculties and institutions by citing the appropriate plans and strategies to enhance the various skills among the students; those skills which make them feel self-confident and capable of competing and contributing to the labor market.

The current study could also be considered as a source for those interested in the topics of soft skills and entrepreneurial orientation as well as the relationship between them, in addition to conducting further studies and researches in this domain.

1.4 The Study Objectives:
This study aimed to achieve the following objectives:
1- Identifying the extent to which soft skills are available among the students of the faculty of business at Mu'tah University.
2- Identifying the level of entrepreneurial orientation among the students of the faculty of business at Mu'tah University.
3- Identifying the nature of the relationship between soft skills (communication and interaction, time management, leadership, planning, decision making, and problem-solving) and entrepreneurial orientation.
4- Introducing scientific recommendations that serve the students of the faculty of business and the other facilities as well as researchers and those interested.

1.5 The study hypotheses:
The main hypothesis:
HO: there is no statistically significant relationship at ($\alpha \leq 0.05$) between soft skills and entrepreneurial orientation among the students of the faculty of business at Mu'tah University.

The following sub-hypotheses are derived from the main hypothesis:

HO1.1: there is no statistically significant relationship at ($\alpha \leq 0.05$) between the skill of communication and interaction and entrepreneurial orientation among the students of the faculty of business at Mu'tah University.

HO1.2: there is no statistically significant relationship at ($\alpha \leq 0.05$) between the skill of decision-making and problem-solving and entrepreneurial orientation among the students of the faculty of business at Mu'tah University.

HO1.3: there is no statistically significant relationship at ($\alpha \leq 0.05$) between the skill of leadership and entrepreneurial orientation among the students of the faculty of business at Mu'tah University.

HO1.4: there is no statistically significant relationship at ($\alpha \leq 0.05$) between the skill of planning and entrepreneurial orientation among the students of the faculty of business at Mu'tah University.

HO1.5: there is no statistically significant relationship at ($\alpha \leq 0.05$) between the skill of time management and entrepreneurial orientation among the students of the faculty of business at Mu'tah University.

1.6 The Study Model:
The study model shows the study variables, where the soft skills represent the independent variable and includes the dimensions of (communication and interaction, time management, leadership, planning, decision making, and problem-solving), while the dependent variable represents the entrepreneurial orientation as illustrated in figure (1):
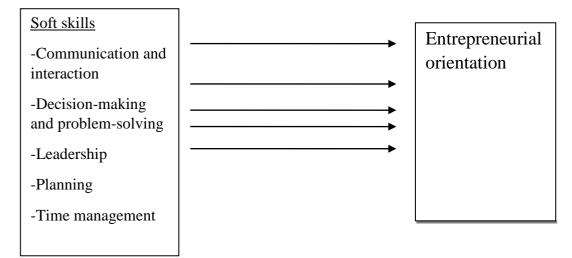

Figure (1)

The study model is based on previous studies [26, 27, 34, 38, 41].

1.7 The Study Terms:
Soft skills:
They are the traits and abilities that are manifested by the individual in situations and behaviors, rather than technical efficiency and knowledge [4].
Communication: any behavior that leads to exchanging meaning [5].
Decision-making: the act through which the most appropriate alternative is selected among several available alternatives, and a judgment is made about what the individual should do in a certain situation [6].
Time management: the process of taking advantage of the available time and the existing personal talents of the individual in order to achieve his important targeted goals , while maintaining a balance between the requirements of his work and his own objectives as well as the needs of the body, soul, and mind [7].
Leadership: it refers to the process of moving a group of people in a certain planned direction by motivating them to work voluntarily [8].
Planning: it is a procedural mental activity that includes certain steps to encounter future events, and includes what should be done, where, when, and how it should be done [9].
Hard skills:
They are the skills that focus on the individual's professional and scientific specialty in one of the branches of science and work, in a manner that makes the individual able to perform well and effectively use the instruments available in the limits of the specialty [10].
Entrepreneurial orientation:
It refers to the tenancy to work autonomously and the desire to innovate and take risks as well as the disposition to aggression towards competitors and utilizing opportunities [11].
1.8the Study Limits:
Objective limits: the study was limited to identifying the relationship between soft skills and entrepreneurial orientation.
The spatial limits: the study was applied in the faculty of business at Mu'tah University.
Temporal limits: the study was applied during the University year 2019-2020.
The theoretical framework and the previous studies
2.1Soft Skills
2.1.1 The Concept Of Soft Skills:
Soft skill is a term that was widely used during the last period to refer to a number of personal skills. This term wasn't common in the past, where soft skills were referred to as (life skills –key skills – interpersonal skills – core skills –employability skills – transferable skills) [12, 13].
Cukier, *et al*, [14], defined soft skills briefly, by demonstrating the differences between soft skills and hard skills, as they stated that they are the traits of the qualified individual or the commitment level of the individual that distinguishes him from others, who could have similar education and experience.

Soft skills refer to the traits and abilities of acting and behaving, but not technical efficiency and knowledge [4]. Nicolini, et al, [15], defined soft skills as a social-psychological concept that is related to a number of personal characteristics, social abilities, communication skills, and interpersonal abilities that distinguish relationships with others. According to the pre-mentioned data about the definition of soft skills, we can define soft skills as " the personal abilities, traits, and characteristics that can be acquired and can promote the individual's ability to interact with others through communication skills, decision-making and problem- solving, leadership, planning and time management skills which would, in turn, promote the individual's ability at the entrepreneurial level.
2.1.2 soft skills and hard skills:
Hard skills are the skills that focus on the individual's professional and scientific specialty in a certain branch of science or work, in a manner that makes the individual able to perform well and easily use the available instruments within the specialty domain [9]. Hard skills are technical experience and the required knowledge of a certain thing, whereas soft skills are personal traits [16].
2.2 The Types of Soft Skills
2.2.1 The Skill Of Communication And Interaction:
Communication and interaction is a basis in our daily life. Communication is a natural behavioral pattern that is daily practiced by individuals as a part of their interactions with each other; every day, we exchange quantitative and qualitative data during our communication with others. These interactions vary, where they include asking about well-being, exchanging feelings, transferring ideas, and exchanging perspectives,… etc.
Accordingly, the individual's efficacy in communication is a very important aspect due to the direct interaction with others, and thus the individual should be able to communicate his ideas easily to theirs, in addition to his skill to communicate with others and understand their messages.
Communication derives its importance from the temporal amount exerted in practicing it as the main activity on one hand or as a social phenomenon on the other hand, where all the estimations revealed that the amount of time exerted in communication ranges between (75%-90%) of the main work time. This amount of time is divided as follows (Tawfiq, 1999): (5%) of communication time is dedicated to writing, (10%) for reading, (35%) for talking, and (50%) for listening. The authors defined communication as " the process of transmitting information, ideas and sensations from one individual to another in order to achieve a certain objective".
2.2.2 The Skill of Decision-Making And Problem-Solving:
In our practical and social life, we face many problems to which we should make certain decisions. Sometimes, we may find great difficulty in solving those problems, while other times, we may not find such a difficulty. The important point here is that we will make our decisions either consciously or unconsciously; in that, some of us are wise and logical, while others make unplanned decisions or decisions that are based on emotions.

Making decisions is not merely a personal art; in fact, it is a number of rules, steps, and procedures that are acquired by the individual in order to improve his ability in decision-making [17].

Most people make decisions or solve problems in a conventional way without thinking well about them; such people, when faced with a certain problem, don't know what the problem exactly is, and they don't have a certain way of dealing with it. They also don't conclude results on a scientific basis and don't have a clear approach based on a certain context for decision-making [18].

The process of decision making is defined as " the action route made by decision-makers, considering it as the most suitable way to achieve the targeted objectives".

2.2.3 The Skill of Time Management:

Time is one of the most important sources for individuals. If individuals didn't use it effectively, it may lose too much value that cannot be compensated, either at work or in the individual's private life, since the passing time will never come back again. Time is considered as one of the main five resources in the domain of work, represented by: individuals, resources, information, financial resources, and time which is considered as the most important resource. When the individual has the ability to control his time effectively and skillfully, he will be more able to invest his time in achieving the best possible outcome of the other resources; if the individual managed his time effectively, he would manage his life, himself, and his work effectively [19].

2.2.4 The Skill of Leadership:

Leadership refers to the process of moving a group of people in a certain planned direction, by motivating them to work voluntarily [7].

Scientists had various perspectives about the traits of the leader, where some scientists restricted them to four characteristics, while others suggested that they are twelve characteristics, and the individual with such characteristics is said to be a leader, otherwise, he is not seen as a leader! (Peter Darker) contradicted with the theory of traits, by saying that there are no specific characteristics for an individual to be considered as a leader, in that the issue is more related to circumstances and situations, even though there are certain characteristics that leaders should possess. Several other scientists agreed with him.

It is noteworthy that there is no agreement between administration scientists, either as Arabs or Western scientists about the traits of the leader [20].

2.2.5 The Skill of Planning:

Planning is considered one of the most important skills practiced by managers, leaders, and distinctive people. Planning is also considered as one of the most important managerial functions, where managers, regardless of their managerial positions, plan for the work of departments and management. Planning is viewed as an intellectual process that depends on order and logic in order to demonstrate the targeted objectives of the management. Therefore, the best ways are sought in order to achieve those objectives, in addition to attempting to predict the barriers that could take place and the ways of overcoming them [21].

Planning is a procedural and mental activity that includes certain steps to encounter future events. It includes the activities that should be done, where, when, and how those activities should be done [9].

2.3Entrepreneurship:

Entrepreneurship gained more interest during the latest years due to its important role in reducing the rates of unemployment that increasingly spread among the youth as well as its contribution to the growth and prosperity of the economy.

The entrepreneurial work is related to accepting risks among the youth as well as adopting new ideas that can be implemented through entrepreneurial projects and autonomous initiatives. Therefore, several types of research and studies, as well as governmental and non-governmental institutions, suggested solutions for the problem of unemployment, including the necessity of encouraging the youth to establish their own projects, through which they invest their innovative efforts and contribute to the economic development.

The word " entrepreneurship" has a French origin, which means the individual who starts establishing a commercial business. This term was firstly used by the French businessman "Jean-Baptiste" [23]. (Al-Shomaimari and Al-Mobairic [22], suggested that entrepreneurship refers to creating a free business that is characterized by innovation and risk. Therefore, we may define entrepreneurship and entrepreneurial orientation as "the desire to work autonomously as well as the tendency to innovate,take risks and take advantageof opportunities".

Entrepreneurial orientation is procedurally defined as "the graduate students' intention and desire to perform entrepreneurial business".

2.4 The Previous Studies:

2.4.1 The Arabic Studies:

Hajjaj [24], conducted a study entitled " the role of soft skills in the process of gaining managerial jobs", an applied study on the administrative jobs in the Gaza strip.

The study aimed at identifying the most important soft skills that affect capturing administrative positions. The results revealed that there is a statistically significant relationship between the process of capturing administrative positions and the independent variables of (critical thinking, interaction, professionalism, self-presentation, negotiation,anger management, crisis management). The study recommended that job applicants, especially in the domain of administrative jobs should develop their soft skills and experiences and do their efforts to acquire the experiences and skills that they don't have.

Abu Qarn and Sa'ld [25], conducted a study entitled " the reality of entrepreneurial business in the Palestinian universities in Gaza Strip". The study aimed at identifying the reality of entrepreneurial business in Palestinian universities. The results revealed that there is a medium impact level for planned risk-taking, autonomy, innovation, competitiveness, and entrepreneurial culture on entrepreneurial orientation in constant education in the Islamic University, whereas the results revealed that there is a low-level role for the above-mentioned domains in constant education in Al-Azhar University. The study recommended the necessity of doing more effort to improve the center of continuous education in Al- Azhar university.

Ramadan and Shpeir [26], conducted a study entitled " soft skills and their relationship with entrepreneurial orientation

among the students of technical and vocational faculties in Gaza governorates". The study aimed at identifying the relationship between soft skills and entrepreneurial orientation among the students of technical and vocational faculties in the governorates of Gaza. The results revealed that there is a statistically significant relationship between soft skills and entrepreneurial orientation among the students of the targeted faculties.

Qweider, [27], conducted a study entitled " the role of soft skills in improving the performance of employees in the Palestinian ministries". The study aimed at identifying the role of soft skills in improving the performance of employees in the Palestinian ministries, using an applied study on supervisory jobs. The results revealed that applying soft skills in the Palestinian universities was at a good level, whereas the level of employees' performance was medium. The study recommended the necessity of training and qualifying the employees in the Palestinian ministries with regard to soft skills.

2.4.2 The Foreign Studies:
Gibson, et al. [28], conducted a study entitled " Comparing the Entrepreneurial Attitudes of University and Community College Students in the USA".

The study aimed at comparing the entrepreneurial attributes and desires among a sample of students of business management. The results revealed that the University students have more desire and preparation to establish entrepreneurial practices in the future as compared to the students of Community colleges, indicating that the entrepreneurial teaching programs in universities have a great role in affecting the university students in the entrepreneurial domains.

Coscia and Steve 29], conducted a study entitled " Balancing Technical and Soft Skills".

The study aimed at balancing technical and soft skills in the domain of technical professions. The results revealed that hard technical skills are important to enable the individual to find a job. In order to maintain at work, the individual should have the soft skills, which aren't taught at colleges. The study recommended the necessity of teaching soft skills in the various educational levels, starting from school until University education. Companies should also train their employees to acquire these skills.

Kume, et. al. [30], conducted a study entitled " Entrepreneurial Characteristics Amongst University Students in Albania".

The study aimed at identifying the disposition of university students in Albania during the last university year towards the entrepreneurship of work as well as detecting whether there is a relationship between the desire towards commercial business and the existence of a commercial background among the students families. The results revealed that there is a medium interest level for entrepreneurship among the University students and that there is a relationship between the dispositions and desires of students with regard to entrepreneurship and the role of the university in promoting the initiatives among them. The study recommended the necessity of including the educational curriculum that focuses on entrepreneurship within the study course as well as including the ideas of sustainable development, and the necessity of setting the objectives that contribute to achieving that.

John and Jessy [31], conducted a study entitled " A Study on the Nature of the Impact of Soft Skills Training Program on the Soft Skills Development of Management Students".

The study aimed at identifying the nature of the impact of soft skills training on the level of soft skills among the students of management, as well as identifying the most important soft skills that can be improved after having the training of soft skills. The results revealed that the constant training of soft skills has the potential of promoting these skills among students, and enables them to have work opportunities. The study recommended that management faculties should do their efforts to reduce the weaknesses in the domain of soft skills as well as including the curriculum of soft skills as a basic part in the courses of the faculty of management.

2.4.3 Comments on The Previous Studies:
The previous studies represented the main evidence used during the period of the current study. Those studies were mainly utilized in terms of the statistical methods used in data analysis, determining the scientific approach of the study in relation to the way of data collection as well as the way of citing and developing the study questionnaire.

They reviewed previous studies that took place in several countries, including Jordan, Iraq, Egypt, Palestine, Syria, Saudi Arabia, Oman, India, Turkey, Albania, the USA, Tanzania and Malaysia.

The studies varied between Arabic and Foreign ones and were conducted in various time periods during the latest years, indicating the increased interest in the topics of soft skills and entrepreneurship.

2.4.4 What Distinguished The Current Study:
After reviewing the previous studies, we noticed that the current study is characterized by:

A-Being the first study in Jordan, as far as we know, that addressed the relationship between soft skills and entrepreneurial orientation.

B-Addressing two important variables, represented by soft skills and entrepreneurial orientation.

C- The temporal and spatial limits.

D-Using the study instrument, questionnaire, in its electronic form.

The Study Methodology And Design 3.1the study methodology:
The study used the analytical descriptive approach due to its compatibility to the study nature and objectives in order to identify the relationship between soft skills and entrepreneurial orientation among the students of the faculty of business at Mu'tah University.

3.2 The Study Population:
It is well-known that the study population represents all the targeted individuals that the researcher studies. Therefore, based on the study problem and objectives, the study population of the current study represents all the students of the faculty of business at Mu'tah university who are enrolled for the academic year 2020/2021, with a total of (2049) male and female students according to the statistics of the department of admission and administration –Mu'tah university.

3.3 The Study Sample:
The study sample was chosen by the convenient sampling and consisted of (275) male and female students taken from the study population with a total of (2049) male and female students, with a percentage of (13.42%). (275) questionnaires were distributed, whereas (271) questionnaires were returned since they were valid for analysis, and (4) questionnaires were

excluded since they were invalid for statistical analysis.

3.4 The Study Instrument:

The researchers developed the study instrument, the questionnaire, in order to identify the relationship between soft skills and entrepreneurial orientation among the students of the faculty of business at Mu'tah University.

A Likert 5-point scale was used to measure the respondents' answers to the items of the questionnaire, as illustrated in the following table:

Table (1): Likert 5-point scale

Response	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Score	1	2	3	4	5

3.5 The Validity of The Study Instrument:

The questionnaire's validity means that "the questionnaire measures what it was designed to measure " [33]. Validity also means that the questionnaire is characterized by the inclusion of all the elements that should be included in the analysis on the one hand and the clarity of items on the other hand, in that it is understandable by the user [32].

3.6 The Validity of The Internal Consistency:

It refers to the degree of consistency for each item in the questionnaire with the axis to which the item belongs. The questionnaire's internal consistency was calculated by calculating the correlation coefficient for each item as well as the total degree for the axis itself. The validity was calculated based on the exploratory sample that consisted of (40) individuals.

3.7 The Validity of The Questionnaire's Axes:

The validity of the questionnaire's axes:

The questionnaire was applied to the exploratory sample that consisted of (40) individuals. The correlation coefficient was calculated for the score of each axis with the total score of the questionnaire, as illustrated in the following table:

Table (2): Correlation coefficient to calculate the internal consistency for the questionnaire's axes

	Axis	Correlation coefficient	Sig. level
1	Soft skills	0.84	**significant
2	Entrepreneurial orientation	0.96	**significant

`**The correlation coefficient is statistically significant at (0.01)

The table above revealed that the correlation coefficient between the score of the questionnaire axes and the total score of the questionnaire was statistically significant, indicating the validity of internal consistency for the questionnaire axes.

The validity of the dimensions of the first axis:

The questionnaire was applied to the exploratory sample that consisted of (40) individuals, and the correlation coefficient for the score of each dimension was calculated with the total score for the first dimension. The following table shows the results.

Table (3): The correlation coefficient to calculate internal consistency for the dimension of the first axis: soft skills

	Dimension	Correlation coefficient	Significance
1	Communication and interaction skill	0.72	**significant
2	Time management	0.82	**significant
3	Leadership	0.77	**significant
4	Planning	0.88	**significant
5	Decision-making and problem-solving	0.78	**significant

**The correlation coefficient is statistically significant at (0.01)

The table above showed that all the correlation coefficients for the axis of soft skills are statistically significant, indicating the validity of their internal consistency

3,8 The Reliability of The Questionnaire, Its Axes, And Dimensions

The reliability of the questionnaire means that the reliability test comes up with the same results in case it was applied several times. It also means that the extent to which the questionnaire is consistent and is characterized by continuity when used at different times [33].

The reliability test was applied to the exploratory sample with a total of (40) individuals, then Cronbach Alpha was calculated to verify the reliability of the questionnaire. The following table shows the results

Table (4): Cronbach alpha coefficient to verify the questionnaire's reliability

	Axes and dimensions	Reliability coefficient
1	Communication and interaction skill	0.71
2	Time management	0.77
3	Leadership	0.85
4	Planning	0.88
5	Decision-making and problem-solving	0.93
Axis (1): soft skills		0.93
Entrepreneurial orientation		0.90
Total reliability		0.95

The previous table shows that the overall correlation coefficient of the questionnaire was (0.95), which is considered as a high coefficient for reliability. The results also revealed that all the correlation coefficients for the axes and dimensions of the questionnaire were high, indicating that the reliability is high and statistically significant.

4 RESULTS:

The explanation illustrated in the following table was used to identify the degree of agreement among the sample
.

Table (5): Explaining the results of the questionnaire

Category	Agreement degree
1 -1.80	Very low
1.81- 2.60	Low
2.61- 3.40	Medium
3.41-4.20	High
4.21- 5	Very high

individuals about the items, axes, and dimensions of the questionnaire

5, DISCUSSING AND RECOMMENDATIONS
The Study Hypothesis:
The First Main Hypothesis
HO1: there is no statistically significant relationship at ($\alpha \leq 0.05$) between soft skills and entrepreneurial orientation.
In order to verify the validity of the first hypothesis, the Pearson correlation coefficient was used as illustrated in the following table :

Table (6): Correlation coefficient between soft skills and entrepreneurial orientation among the students of the faculty of business at Mu'tah university

Relationship nature	Correlation coefficient	Sig. level	statistical significance
soft skills and entrepreneurial orientation	0.66	0.000	0.01

** statistically significant at (0.01)

The table above shows the Pearson correlation coefficient to measure the relationship between soft skills and entrepreneurial orientation. The value of the correlation coefficient was (0.66), which is statistically significant at (0.01), indicating that there is a strong positive relationship between soft skills and entrepreneurial orientation among the students of the faculty of business at Mu'tah University. This means that entrepreneurial orientation is affected by the nature of the existing soft skills. Therefore, the null hypothesis was rejected, whereas the alternative hypothesis, indicating that there is a statistically significant relationship at ($\alpha \leq 0.05$) between soft skills and entrepreneurial orientation, was accepted. The authors attribute that to the high level demonstrated by the study results, implying that the study sample individuals have high levels of soft skills which, in turn, resulted in the emergence of entrepreneurial orientation among them, in addition to the existence of the study sample individuals within an academic environment that developed their skills, and that contributed to the existence of a significant relationship between the two variables.

The results of the current study agreed with the results of several previous studies, such as [26], which

revealed that the students' existence in a professional environment that incorporates theory and application contributed significantly to establishing the relationship between the two variables, which others [2, 34, 35, 36], showed that there is a relationship between entrepreneurial traits among the students of the Egyptian Universities and the possibility of establishing new projects after graduation. The results also agreed with [27], which revealed that there is a relationship between soft skills and the performance of the employees in the Palestinian ministries.

The following sub-hypotheses are derived from the main hypothesis:
HO1.1: there is no statistically significant relationship at ($\alpha \leq 0.05$) between the skill of communication and interaction and entrepreneurial orientation among the students of the faculty of business at Mu'tah University.
In order to verify the validity of the hypothesis, the Pearson correlation coefficient was used as illustrated by the following table.

Table (7): Correlation coefficient between the skill of communication and interaction and entrepreneurial orientation among the students of the faculty of business at Mu'tah university

Relationship nature	Correlation coefficient	Sig. level	statistical significance
Communication and entrepreneurial orientation	0.46	0.000	0.01

** statistically significant at (0.01)

The previous table shows the Pearson correlation coefficient to measure the relationship between the skill of communication and interaction and entrepreneurial orientation. The value of the correlation coefficient was (0.46), which is statistically significant at (0.01), indicating that there is a medium-level positive relationship between the skills of communication and interaction and entrepreneurial orientation. This means that entrepreneurial orientation is affected by the nature of the available communication and interaction skills. Therefore, the null

hypothesis was rejected, while the alternative hypothesis, stating that there is a statistically significant relationship at ($\alpha \leq 0.05$) between the skill of communication and interaction and entrepreneurial orientation, was accepted. The authors attributed that to the fact that the existence of the skill of communication and interaction among the students of the faculty of business enables them to effectively communicate with others, and thus exploring entrepreneurial opportunities and creating job opportunities for them and others.

This finding agreed with others [25, 37], which confirmed the importance of communication and interaction skills in performing work and problem-solving. It also agreed with [2], which confirmed the importance of those skills for the work environment. However, the results contradicted those found elsewhere [27, 34].

HO1.2: there is no statistically significant relationship at ($\alpha \leq 0.05$) between the skill of decision-making and problem-solving and entrepreneurial orientation.
In order to verify the validity of the hypothesis, the Pearson correlation coefficient was used as illustrated by the following table.

Table (8): Correlation coefficient between the skill of decision-making and problem-solving and entrepreneurial orientation among the students of the faculty of business at Mu'tah university

Relationship nature	Correlation coefficient	Sig. level	statistical significance
decision-making and problem-solving and entrepreneurial orientation	0.55	0.000	0.01

** statistically significant at (0.01)

The table above shows the Pearson correlation coefficient to measure the relationship between the skill of decision-making and problem-solving and entrepreneurial orientation. The value of the correlation coefficient was (0.55), which is statistically significant at (0.01), indicating that there is a medium-level positive relationship between the skills of decision-making and problem-solving and entrepreneurial orientation. This means that entrepreneurial orientation is affected by the nature of the available decision-making and problem-solving skills. Therefore, the null hypothesis was rejected, while the alternative hypothesis, stating that there is a statistically significant relationship at ($\alpha \leq 0.05$) between the skill of decision- making and problem-solving and entrepreneurial

.

Table (9): Correlation coefficient between the skill of leadership and entrepreneurial orientation among the students of the faculty of business at Mu'tah university

Relationship nature	Correlation coefficient	Sig. level	statistical significance
Leadership and entrepreneurial orientation	0.56	0.000	0.01

** statistically significant at (0.01)

The previous table shows the Pearson correlation coefficient to measure the relationship between the skill of leadership and entrepreneurial orientation. The value of the correlation coefficient was (0.56), which is statistically significant at (0.01), indicating that there is a medium-level positive relationship between the skill of leadership and orientation, was accepted. The authors attributed that to the fact that the existence of the skill of decision-making and problem-solving among the students of the faculty of business enables them to choose their alternative amongst the available alternatives to entrepreneurial projects, and thus reduce the possibility for the failure of the projects that they will establish in the future. This finding agreed with those of [27, 34, and 38],

HO1.3: there is no statistically significant relationship at ($\alpha \leq 0.05$) between the skill of leadership and entrepreneurial orientation.
In order to verify the validity of the hypothesis, the Pearson correlation coefficient was used as illustrated by the following table (10).
In order to verify the validity of the hypothesis, the Pearson correlation coefficient was used as illustrated by the following table.

Table (10): Correlation coefficient between the skill of planning and entrepreneurial orientation among the students of the faculty of business at Mu'tah university

Relationship nature	Correlation coefficient	Sig. level	statistical significance
Planning and entrepreneurial orientation	0.58	0.000	0.01

** statistically significant at (0.01)

The previous table shows the Pearson correlation coefficient to measure the relationship between the skill of planning and entrepreneurial orientation. The value of the correlation coefficient was (0.58), which is statistically significant at entrepreneurial orientation. This means that entrepreneurial orientation is affected by the nature of the existing leadership skills. Therefore, the null hypothesis was rejected, while the alternative hypothesis, stating that there is a statistically significant relationship at ($\alpha \leq 0.05$) between the skill of leadership and entrepreneurial orientation, was accepted.
The authors attributed that to the fact that the existence of the skill of leadership among the students of the faculty of business enables them to conceptualize a clear mental image about the future entrepreneurial projects that they aim to establish and manage wisely and effectively, and thus create sustainable innovative methods to develop work.
This finding agreed with [26, 34, and 38].

HO1.4: there is no statistically significant relationship at ($\alpha \leq 0.05$) between the skill of planning and entrepreneurial orientation.
(0.01), indicating that there is a medium-level positive relationship between the skill of leadership and entrepreneurial orientation. This means that entrepreneurial orientation is affected by the nature of the existing planning skill. Therefore, the null hypothesis was rejected, while the alternative hypothesis, stating that there is a statistically significant relationship at ($\alpha \leq 0.05$) between the skill of planning and entrepreneurial orientation, was accepted.
The authors attributed that to the fact that the existence of the skill of planning among the students of the faculty of business enables them to set ambitious objectives for their projects according to a planned schedule and promotes them to determine the priorities of objectives, in a manner that ensures the sustainability of their projects.
This finding agreed with those of [26, 27, 38].

HO1.5: there is no statistically significant relationship at (α≤0.05) between the skill of time management and entrepreneurial orientation.

In order to verify the validity of the hypothesis, the Pearson correlation coefficient was used as illustrated by the following table.

Table (11): Correlation coefficient between the skill of time management and entrepreneurial orientation among the students of the faculty of business at Mu'tah university

Relationship nature	Correlation coefficient	Sig. level	statistical significance
decision-making Time management and entrepreneurial orientation	0.46	0.000	0.01

** statistically significant at (0.01)

The previous table shows the Pearson correlation coefficient to measure the relationship between the skill of time management and entrepreneurial orientation. The value of the correlation coefficient was (0.46), which is statistically significant at (0.01), indicating that there is a medium-level positive relationship between the skill of time management and entrepreneurial orientation. This means that entrepreneurial orientation is affected by the nature of time management skills that individuals have. Therefore, the null hypothesis was rejected, while the alternative hypothesis, stating that there is a statistically significant relationship at (α≤0.05) between the skill of time management and entrepreneurial orientation, was accepted.

The authors attributed that to the fact that the students of the faculty of business have the skills of time management and are able to use time efficiently. This enables the students to manage their future projects and plans to invest their time in a way that is beneficial to their projects. They are also able to determine their priorities with regard to accomplishing their projects and tasks, starting by the most important, the important, and the less important.

This finding agreed with Vincent, [37], which confirmed the importance of having time management skills among employees in order to improve their reality and reduce the problems that they may face. It also agreed with Al- Zayyan, [34], which showed that the employees have the ability to plan in advance and use time effectively to achieve their targeted objectives, as well as with Gurol, [39], which revealed that the personal traits of the students with entrepreneurial orientation are higher than those with no entrepreneurial orientation.

5. DISCUSSION:
First: The Results Pertaining The Independent Variable (Soft Skills).

Based on the above-mentioned data, it is obvious that the students of the faculty of business at Mu'tah

university have several soft skills, with high levels, where the axis of soft skills had a mean of (4.17), and a standard deviation of (0.47). The dimensions of the soft skills axis gained the following results:

A- The dimension of communication skills was in the first place, with a mean of (4.28) and a very high degree. This finding confirms that the students of the faculty of business are interested in having and mastering this skill to ensure the ease of exchanging information, ideas, and opinions with others, and thus individuals have more self-confidence and realize their ability to express themselves, their ideas and beliefs clearly.

B- The dimension of leadership skill was in the second place, with a mean of (4.23) and a very high degree. This suggests that the students of the faculty of business at Mu'tah university have leadership skills that enable them to lead work teams and achieve success in their professional future and become an influential element in the prosperity of the community.

C- The dimension of decision-making and problem-solving was in third place with a mean of (4.23) and a very high degree. This finding suggested that the skill of decision-making and problem-solving is highly available among the students of the faculty of business at Mu'tah university and confirms their complete interest and realization that mastering the skill is the first step of success; the individual who can make the right decision, we surely be able to manage the various aspects of his life effectively.

D- The skill of planning was in the fourth place with a mean of (4.15) and a very high degree. This finding confirmed that the students of the faculty of business have the planning skill, which is considered as one of the most important skills for managing their life and projects. In the absence of this skill, management will only be limited to dealing with urgent situations in reality. Planning enables individuals to predict any deviances that may take place against the designated plan, where they can encounter such deviances with the least effort, time, and cost.

E-The skill of time management was in the last place, with a mean of (3.99) and a high degree. This finding revealed that the students of the faculty of business have this skill and have the ability to manage their time effectively.

Second: the results pertaining to the dependent variable (entrepreneurial orientation):

The results showed that the students of the faculty of business at Mu'tah university have an entrepreneurial orientation, where the axis of entrepreneurial orientation had a mean of (4.13) and a standard deviation of (0.58) and a high degree. According to the items of the dependent variable, the seventh item "

I always care about developing my skills and abilities" was in the first place with a mean of (4.38) and a very high degree, indicating that the students of the faculty of business at Mu'tah university have a strong desire and preparation to develop their skills as well as a high level of readiness for initiatives. The other items gained scores that ranged between very high and high, indicating that entrepreneurial orientation is high among the students of the faculty of business at Mu'tah University.

Third, the results pertaining to the hypotheses:

The results showed that there is a statistically significant relationship at ($\alpha \leq 0.05$) between soft skills and entrepreneurial orientation among the students of the faculty of business at Mu'tah University.

Entrepreneurial orientation (the dependent variable) is highly affected by the independent variable (soft skills), where the value of correlation coefficient was (0.66), which is statistically significant at (0.01), indicating that there is a significant positive relationship between soft skills and entrepreneurial orientation among the students of the faculty of business at Mu'tah University.

The results showed that there is a statistically significant relationship between the dimensions of soft skills and entrepreneurial orientation; which means that the entrepreneurial orientation (dependent variable) is affected by the dimensions of the independent variable (soft skills), as follows:

A- There is a statistically significant medium relationship at ($\alpha \leq 0.05$) between the skill of communication and entrepreneurial orientation, where the correlation coefficient was (0.46), which is statistically significant at (0.01).

B- There is a statistically significant medium relationship at ($\alpha \leq 0.05$) between the skill of decision-making and problem-solving and entrepreneurial orientation, where the correlation coefficient was (0.55), which is statistically significant at (0.01).

C- There is a statistically significant medium relationship at ($\alpha \leq 0.05$) between the skill of leadership and entrepreneurial orientation, where the correlation coefficient was (0.56), which is statistically significant at (0.01).

D- There is a statistically significant medium relationship at ($\alpha \leq 0.05$) between the skill of planning and entrepreneurial orientation, where the correlation coefficient was (0.58), which is statistically significant at (0.01).

E- There is a statistically significant medium relationship at ($\alpha \leq 0.05$) between the skill of time management and entrepreneurial orientation, where the correlation coefficient was (0.46), which is statistically significant at (0.01).

6 RECOMMENDATIONS:

A- promoting soft skills among students by holding qualitative training programs that develop their different abilities and contribute to establishing an effective entrepreneurial orientation.

B- the necessity of developing the training programs that focus on the scientific applications and domains, in addition to addressing the theoretical information that represents the logical domain in developing the students' skills, but not just the theoretical aspects that proved inefficiency without the practical domain.

C- enhancing the skills of time management among the students of the faculty of business as well as urging them to get used to preparing the daily work lists for the different tasks and activities and overcoming time distractors.

D- Enhancing the communication and interaction skills by holding the training programs that focus on body language and its usage in communicating messages effectively to others.

E- Enhancing the skills of decision-making and problem-solving by holding the training programs and involving students in the various applications as well as studying the cases that require decision-making and develop their skills in this domain.

F- Enhancing leadership skills among students by holding training programs and forming academic work teams according to the common procedures, which contribute to applying the theoretical knowledge of leadership skills.

G- Enhancing the skills of planning among the students of the faculty of business, by encouraging them to prepare their own plans and strategic thinking as well as preparing the strategic plans that should be written and follow a certain schedule for goal achievement.

H- The necessity of urging the faculty of business, based on its specialty, to perform an axial role in disseminating and developing the culture of entrepreneurship among the students, so that they would be entrepreneurial individuals not only at the local level but also the international level.

I- Holding educational programs and seminars for students about the importance of entrepreneurship as well as urging students to establish their own free business.

J- Establishing business incubators inside universities to support the entrepreneurial projects of the students.

K- Providing the physical, financial and human resources that are necessary to support the entrepreneurial projects as well as providing more university courses that address entrepreneurship.

7 SUGGESTIONS FOR FUTURE STUDIES:

The authors recommend conducting further studies in several domains, including:

A- The impact of soft skills on developing the entrepreneurial orientation among the students of Mu'tah University.

B- The role of the Jordanian Universities in promoting entrepreneurial orientation among students.

C- Conducting a more in-depth study to identify the most important soft skills that effectively contribute to creating an entrepreneurial orientation among university students.

D- The barriers of entrepreneurial orientation from the perspective of university students.

E-The role of public and private universities in developing soft skills among students.

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