

A New Approach for Formulating Higher Education Goals in the Jordanian Tourism and Hospitality Sector

Ali Salem Musttfa Hyasat* 

Faculty of Business, Department of Planning and Project Management, Al-Balqa Applied University, Al-Salt, Jordan

Received: 29/9/2024
Revised: 3/11/2024
Accepted: 11/12/2024
Published online: 15/3/2025

* Corresponding author:
ali.hyasat@bau.edu.jo

Citation: Hyasat, A. S. M. (2025). A New Approach for Formulating Higher Education Goals in the Jordanian Tourism and Hospitality Sector. *Dirasat: Educational Sciences*, 52(1), 9186.
<https://doi.org/10.35516/edu.v52i1.9186>

Abstract

Objectives: The aim of this research is to propose a new approach for developing graduate curricula in tourism and hospitality. This approach is based on four main pillars: the needs of businesses and the market, the needs of students, the development of international standards, and the vision of secondary schools for industry.

Methods: To identify the inputs for this new approach, both qualitative and quantitative analyses were conducted. The quantitative method was used to assess needs, while the qualitative method was employed to develop the new approach based on the obtained results.

Results: The results indicate that these four pillars are vital components of the new strategy. The proposed integrated objectives from this approach offer a comprehensive solution and a forward-looking perspective on the essential skills required in the tourism and hospitality sector, as identified from the viewpoints of graduates, the market, and the academic community. The identified core skills are crucial for expanding and building a sustainable tourism and hospitality sector, both in Jordan and globally. The findings emphasize the necessity of incorporating innovation skills into the curriculum as a fundamental requirement to enhance graduates' capabilities. Additionally, management and networking skills should be integrated to improve students' opportunities in the industry.

Conclusions: The research highlights the importance of an integrated approach in creating successful educational programs in the tourism and hospitality sector.

Keywords: A new approach; tourism and hospitality; students' needs; markets' needs; international standards; higher education vision

منهجية جديدة لصياغة أهداف التعليم العالي في قطاع السياحة والضيافة الأردني

علي سالم مصطفى حياصات*

قسم التخطيط وإدارة المشاريع، كلية الأعمال، جامعة البلقاء التطبيقية، السلط، الأردن

ملخص

الأهداف: هدف هذه الدراسة هو اقتراح نهج جديد لتطوير المناهج الدراسية للدراسات العليا في السياحة والضيافة. يعتمد هذا النهج على أربعة أعمدة رئيسية، هي: احتياجات أصحاب الأعمال والسوق، احتياجات الطلاب، تطوير المعايير الدولية، رؤية المدارس الثانوية للصناعة.

المنهجية: لتحديد المدخلات لهذا النهج الجديد، تم إجراء تحليلات نوعية وكمية. تم استخدام الطريقة الكمية لتقييم الاحتياجات، بينما تم استخدام الطريقة النوعية لتطوير النهج الجديد بناءً على النتائج التي تم التوصل إليها.

النتائج: تشير النتائج إلى أن هذه الأعمدة الأربعة هي مكونات حيوية للإستراتيجية الجديدة. كما تقدم الأهداف المتكاملة المقترحة من قبل هذا النهج حلاً شاملاً ونظرة مستقبلية للمهارات الأساسية المطلوبة في قطاع السياحة والضيافة التي تم تحديدها من وجهات نظر الخريجين والسوق والهيئة الأكاديمية. المهارات الأساسية المحددة ضرورية لتوسيع وبناء قطاع سياحة وضيافة مستدام سواء في الأردن أو على مستوى العالم. وتؤكد النتائج على ضرورة إدراج مهارات الابتكار في المنهج الدراسي كمتطلب أساسي لتعزيز قدرات الخريجين، كما ينبغي دمج مهارات الإدارة والشبكات لتحسين فرص الطلاب في الصناعة.

الخلاصة: سلطت الدراسة الضوء على أهمية النهج المتكامل في إنشاء برامج تعليمية عالية النجاح في قطاع السياحة والضيافة.

الكلمات الدالة: منهجية جديدة، السياحة والضيافة، احتياجات الطلاب، احتياجات السوق، المعايير الدولية، رؤية التعليم العالي، الأردن..



© 2025 DSR Publishers/ The University of Jordan.

This article is an open access article distributed under the terms and conditions of the Creative Comm

ons Attribution (CC BY-NC) license
<https://creativecommons.org/licenses/by-nc/4.0/>

1. Introduction

Reforming the higher education curriculum for tourism and hospitality is considered crucial in today's open societies and era of high-tech development. The extent of reform depends on a current assessment of the curriculum and its ability to meet international standards, the needs of business owners, theoretical foundations, modern social skills theories, and the growing demand for tourism and hospitality services within the country. Comparing curriculum content with that of other countries is essential to establishing a new approach to developing higher education curricula for tourism and hospitality services.

Most countries recognize tourism as a significant source of national income, prompting them to revise their tourism curricula to meet both local and international requirements (ÇİZEL & ÇAKAR, 2015; Della Lucia et al., 2021; Roma, 2021; Romanova et al., 2016). Revising tourism and hospitality education involves incorporating necessary social theories to support students' success in these fields and align with market demands.

2. Literature Review

Different pillars have been introduced to formulate the higher educational goals for tourism and hospitality worldwide. The first pillar focuses on addressing the needs of students as the primary outcome of higher education (Arons et al., 2020; Hyasat, 2001; Rahman, 2010). The second pillar emphasizes meeting the needs of tourism business owners and market demands (Eusébio et al., 2022; Hyasat et al., 2023; Romanova et al., 2016). The third pillar highlights the importance of aligning with the university's vision when shaping higher education in tourism and hospitality (Uy et al., 2021; Whitelaw et al., 2015). Finally, the fourth pillar underscores that the new approach to higher education in tourism and hospitality should adhere to international standards and adapt to the processes of globalization (Tomasi et al., 2020; Wattanacharoensil, 2014). Figure 1 illustrates the interaction between these four pillars.

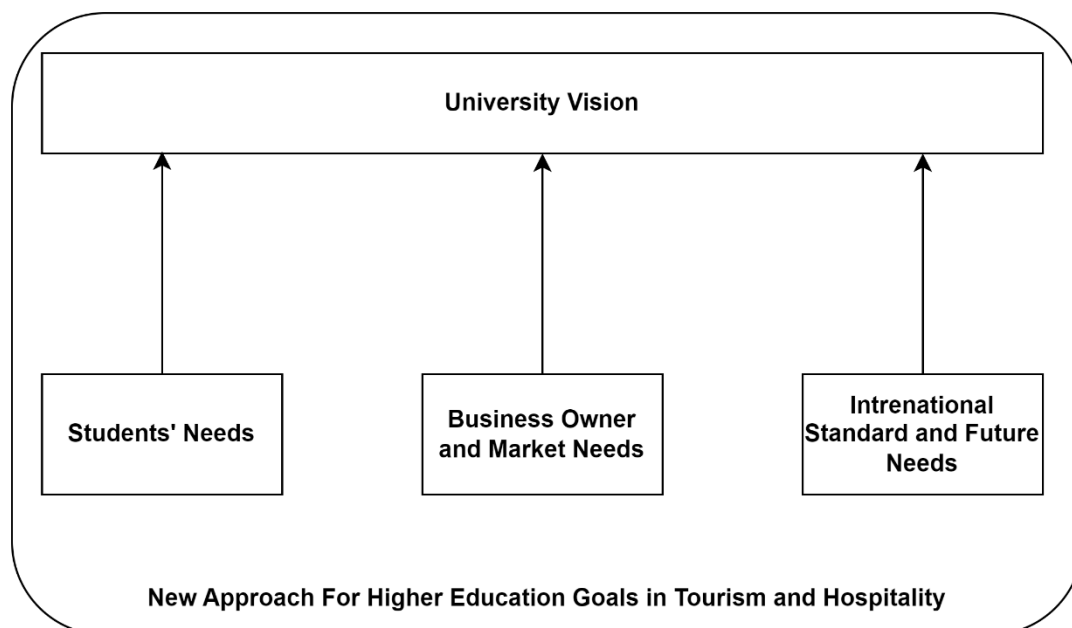


Figure 1: The motivators of the new approach for higher education goals in tourism and hospitality based on literature.

2.1. Business Owners and Market Needs

Romanova et al. (2016) identify a significant factor driving the reformulation of higher education goals: the disparity between graduates' preparedness and employers' requirements. To address this gap, Romanova et al. (2016) emphasize the importance of assessing the needs of business owners and the market. By tailoring training programs to meet these needs, higher education institutions can better prepare graduates for the demands of the industry. Haysat (2022) conducted a study

examining the suitability of the tourism and hospitality curriculum from the perspective of business employers in Jordan.

2.2. Students need

The needs of students in tourism and hospitality education extend beyond a narrow academic perspective. Students require a diverse set of skills to adapt to the ever-changing demands of the industry. Among these, customer service skills are particularly vital, as they play a crucial role in ensuring customer satisfaction and meeting business expectations (Maier & Thomas, 2013).

In addition, networking skills are essential for professionals in the tourism and hospitality industry. These skills foster the development of strong relationships with customers, contributing to long-term business sustainability (Wakelin-Theron et al., 2018).

The tourism and hospitality industries also heavily depend on effective communication skills to build successful relationships both within and outside the business context. Strong communication abilities enhance interactions with individuals from diverse demographics, allowing professionals to engage effectively with tourists of different nationalities and genders while fostering trust (Mustafa, 2018).

2.3. International needs and standards

International needs and standards are considered key motivators in developing a new approach to higher education goals. These needs and standards are driven by globalization and technological advancements in the tourism industry (Török et al., 2013). The rapid global development of technology demands the provision of new and high-quality training to help students achieve educational goals. Another important international motivator is the development of tourism products designed to meet emerging requirements (Thandavan & Girish, 2019).

2.4. Universities Visions

The role of universities in the tourism and hospitality industry is vital, encompassing various dimensions. Universities serve as organizations that observe and analyze developments in the industry through research and studies, both locally and internationally. As key partners, universities are responsible for designing programs that align with sector advancements, address local needs, and meet the demands of global tourism. The success of universities in this field contributes to the national economy, as the industry has significant potential for rapid expansion and job creation. With the industry's expanding horizons and high expectations to meet international standards, universities play a crucial role in shaping the future of tourism and hospitality (Jami & Gökdeniz, 2020).

2.5. The common areas required for the new approach

2.5.1. Language skills

The role of language skills in enhancing tourism curricula is crucial. As the tourism industry continues to expand globally, there is an increasing need for qualified professionals with advanced language competencies and intercultural communication skills (Tomić & Čolić, 2019). To meet market demands, tourism education must keep pace with technological developments, as digital technology plays a pivotal role in the industry (Luka, 2016).

The inclusion of intercultural competencies in foreign language teaching is essential to prepare future tourism professionals for effective engagement in contexts that require intercultural interaction (Feeney & Murphy, 2016). Developing language proficiency and intercultural awareness through language courses can significantly improve the skills of tourism students and professionals. The internationalization of tourism curricula can also enhance students' language abilities and global employability.

2.5.2. Innovation in tourism and hospitality

Innovation plays a crucial role in developing the skills of tourism and hospitality students by fostering competencies such as creative problem-solving, systems thinking, goal orientation, teamwork, and networking (Phi & Clausen, 2021). Entrepreneurship training programs in educational tourism empower students to manage art education tourism events, underscoring the role of universities in the development of the tourism industry (Nugraheni et al., 2019).

2.5.3. Customer services skills

The role of higher education curricula in improving students' customer service skills is critical in today's competitive

environment. As consumers of education become more aware of their rights, they expect the same level of service from educational institutions as they do from commercial businesses (Wahab, 2016). Higher education institutions must adopt proactive marketing strategies and focus on service excellence to meet these demands (Kusumawardhana, 2020; Xu et al., 2018). The SERVQUAL model, widely used to study service industries, including education, can be adapted to assess service excellence within the education sector.

2.5.4. Communication skills

The incorporation of Writing Across the Curriculum (WAC) programs is essential for enhancing the written communication skills of tourism and hospitality students in higher education (Kusumawardhana, 2020). Integrating information and communication technology (ICT) as a pedagogical support tool can further enrich students' learning and communication abilities. Additionally, the curriculum should prioritize the development of cultural awareness and understanding, which are crucial in the hospitality industry (Ilkan et al., 2017). Addressing the existing challenges and gaps in curriculum development is imperative to ensure that graduates possess the communication skills required by the industry (Losekoot & Wong, 2014).

2.5.5. Organizational skills

The higher education curriculum plays a vital role in enhancing the organizational skills of tourism and hospitality students. It helps develop competencies in a broader and integrative sense, enhances reflexivity and contextualization, and promotes critical thinking (Ferraz, 2018). However, there are challenges and gaps in the curriculum development process, including the need for information and communication technologies, addressing human resources issues, aligning curriculum content with industry expectations, and ensuring high-quality education (Kusumawardhana, 2020). The relevance of program curricula has also been questioned, with ongoing debates about program models, content, and areas of emphasis (Scotland, 2006).

2.5.6. Cultural skills

The higher education curriculum plays a crucial role in developing cultural skills for tourism and hospitality students. It helps in building cultural awareness, understanding historical commitments, and promoting a global mindset (Losekoot & Wong, 2014; Ngan et al., 2018). The curriculum should focus on cultural diversity, internationalization, and the role of culture in educating students (Losekoot & Wong, 2014). It should also provide opportunities for cross-cultural learning through initiatives such as overseas exchange programs (Wong & Hsu, 2016).

2.5.7. Multitasking skills

The higher education curriculum plays a crucial role in improving the multitasking skills of tourism and hospitality students. The curriculum must address several challenges and gaps to enhance graduates' knowledge, skills, and employability in the industry (Kusumawardhana, 2020). The relevance of program curricula has been questioned, highlighting the need to identify the appropriate balance and areas of emphasis in the curriculum (Scotland, 2006). Additionally, the curriculum should focus on developing cultural awareness, understanding historical commitments, and fostering sensitivity to the diverse environments in which students will operate (Losekoot & Wong, 2014). It should also align with the expectations of the tourism and hospitality sectors regarding career employability (Tsai, 2013).

2.5.8. Personality building skills

The higher education curriculum in tourism and hospitality plays a crucial role in developing students' personality-building skills. Educators must understand the challenges and gaps in curriculum development to improve teaching and learning outcomes (Kusumawardhana, 2020). The relevance of program curricula has been questioned, underscoring the need to address issues such as program content, student preparedness, and areas of emphasis (Scotland, 2006).

2.5.9. Management capabilities skills

The higher education curriculum plays a vital role in enhancing the management capabilities of tourism and hospitality students. Ongoing research is necessary to ensure that curricula remain relevant and up to date (Breen, 2004). Studies have shown that tertiary education in tourism and hospitality management has been effective in developing management competencies in students, particularly in mentorship roles (Breen, 2004). Work-Integrated Learning (WIL) programs have

been introduced to provide transformative learning experiences and bridge the gap between the skills required by industry and the proficiency of graduates (Williamson et al., 2020).

2.5.10. Teamwork skills

The higher education curriculum plays a crucial role in improving the teamwork skills of tourism and hospitality students. According to Phi and Clausen (2021), a combination of design-based and value-based learning has been found to effectively foster creative problem-solving, systems thinking, goal orientation, teamwork, and networking. Additionally, Kusumawardhana (2020) highlights the importance of traditional skills such as teamwork and problem-solving in the hospitality industry, suggesting that teaching strategies like group case studies and discussion methods can enhance communication and critical thinking skills. It is essential for the curriculum to align with industry and business expectations to ensure graduates are well-prepared.

2.5.11. Technology skills

The higher education curriculum plays a crucial role in improving the technology skills of tourism and hospitality students. The use of information and communication technologies (ICT) is identified as a significant obstacle in curriculum development, emphasizing the need for integrating technology into teaching and learning processes (Kusumawardhana, 2020). However, despite rapid technological advancements, hospitality and tourism programs have not kept pace with developments in the sector (Mills & Douglas, 2004). Students' perceptions regarding the use of technology in tourism education are generally positive, with the majority agreeing that ICT and computing devices enhance their learning experience (Ilkan et al., 2017).

3. Methods

3.1. Settings: This research employed both quantitative and qualitative approaches for data collection. Data collection took place from October 2022 to April 2023.

3.2. Problem and questions: The Jordanian market faces several issues, including weak demand for tourism and hospitality university graduates, a gap between the market's needs and the graduates' qualifications, and a negative perception of the capabilities of higher education graduates in the tourism and hospitality sector. To address this gap, the current research proposes a new approach to formulating the goals of tourism and hospitality higher education, based on pragmatic and systematic procedures. Consequently, this research aims to answer the following main question: What are the areas that require more attention and improvement in the hospitality education curriculum, specifically related to language, innovation, and customer service skills, according to the views of students, the market, and academics?

3.3. Populations and samples: This research targeted three populations directly involved in tourism: students, academics, and tourism market stakeholders. The first population includes tourism and hospitality undergraduate and graduate students. A simple random sample of 150 students was selected from tourism colleges. The second population consists of tourism and hospitality academicians, from which a random sample of 117 participants was selected. The third population includes tourism and hospitality business owners, for which a simple random sample of 100 investors in the tourism and hospitality sector was selected, due to challenges in reaching the entire population.

3.4. Objectives, importance, and significance: This research aims to investigate a new approach to formulating higher education goals in tourism schools based on skills demand at both the local and international levels. This approach serves as an initiative to continuously improve tourism and hospitality curricula to meet the evolving national and international needs in this field.

3.5. Data collection tools: This research used a two-phase approach for data collection. The first phase employed a quantitative approach, with a questionnaire that inquired about the main skills present in the current curriculum and the skills expected in the future. The skills included language, innovation, original services, networking, communication, organization, culture, multitasking, personality, management capabilities, teamwork, and technology skills. The questions addressed the level of demand for each skill in the current status, future expectations, and the methods for integrating these skills into the curriculum. A five-point scale was used to measure the demand for each skill, both currently and in the

future. Open-ended questions were included to assess how these skills should be integrated into the curriculum. The questionnaire was distributed to three sample groups: students (both undergraduates and graduates), academicians, and business owners in the tourism sector. The validity of the questionnaire was assessed by distributing it to a group of experts in the field of tourism, while the reliability was measured using Cronbach's alpha. The findings from the first phase analysis were used to inform the second phase of data collection.

3.6. Statistical analysis: The analysis was carried out in two phases. In the first phase, quantitative analysis was applied to the collected questionnaires. Descriptive statistics were used to measure the trends in current and future needs for various skills in the curriculum. The results were then summarized into tables that represented the views of the three populations studied. The open-ended questions related to how skills should be integrated into the curriculum were analyzed, and the most common methods proposed by respondents were identified. The trends and findings from the analysis are presented in the tables of the results section.

3.7. Ethical Issues: Both the student and business owner questionnaires included a consistent introduction, and participation was voluntary. By filling out the questionnaire, participants indicated their agreement to participate in the research. The qualitative analysis did not include any individual data, which did not require prior consent.

3.8.

4. Results and discussion

The assessment of the combination of skills required by tourism and hospitality sector graduate students was described based on evaluations from graduates, business owners, and academic staff. The collected questionnaire results were used to determine the level of need to improve graduate students' various skills to meet the sector's future expectations.

4.1. Graduate students' assessment

The graduate students' assessment of the different skills needed to meet the future needs of the tourism and hospitality sector (THS) was based on the challenges and issues they encountered during their practice in THS organizations. According to the students, there is a high demand for innovation skills to enhance the quality of graduates in THS. They believe that the current curriculum and training do not provide enough innovation skills to meet market needs. Networking skills, cultural skills, management capabilities, teamwork, and technology skills are also in high demand. On the other hand, language skills, customer service skills, communication, organizational skills, and personality skills were assessed as moderate. The graduates believe these skills are insufficient to meet market requirements, as different skill sets are needed for different categories of work.

Table 1: The students' assessment and expectations of the current tourism and hospitality educational system

Skills	Level of demand	Current status	Future expectations	Methods of curriculum introduction
Language skills	Moderate	The level of the English language is not at the required level	Improve the level of English to meet expectations	Concentrate on English courses at different levels
Innovation	Very high	The current curriculum lacks the innovation skills	Improve students' innovation skills through courses and training	Improve innovation skills through specialized courses
Customer service skills (CS)				
CSI. Original services	Moderate	The customers' original services are within the expected limits	Continue improving the original customer's care skills	Concentrate on improving curriculum to support original skills
CSII. Networking skills	Very high	Current capabilities of networking are very limited	Build high networking skills	Add courses for network skills and its importance in T&H work

Skills	Level of demand	Current status	Future expectations	Methods of curriculum introduction
Communication skills	Moderate	The current communication skills are limited	Improve communication skills of students to meet expectations	Add courses for communication skills at different levels
Organizational skills	Moderate	The current skills do not meet the expectations	Improve organizational skills through specialized courses	Concentrate on organizational skills in the curriculum
Cultural skills	High	The student's cultural skills limited	Improve cultural skills locally and abroad	Add courses that concentrate on local and external cultural skills
Multitasking skills	Moderate	The abilities of students for multitasking are limited	Improve their capabilities to deal with multitasks	Add courses that concentrate on multitasking and training programs
Personality building skills	Moderate	Personality skills exited below the required level	Increase personality skills	Add training programs to improve personality skills
Management capabilities skills	Very high	Students lack management skills	Own good management skills	Concentrate on management courses in T&H
Teamwork skills	High	The level of teamwork skills below the expectations	Improve teamwork skills	Add programs to improve teamwork skills
Technology skills	high	Lack of high level of technology skills	Meet the expectations	Add IT courses to improve student's technology capabilities

4.2. Market assessment

The differences in assessment between the graduates and the business owners were minimal. According to the market assessment, there was a high demand for the improvement of original services. Business owners emphasized the need to enhance innovation skills. Additionally, graduate students highlighted the importance of improving networking and management capabilities. However, language skills were found to be the only area with a high demand for improvement. Other skills, such as communication, cultural understanding, multitasking, personality, teamwork, and technology, were moderately in demand, suggesting that graduate students already possessed some level of proficiency in these areas.

Table 2: The business owners' assessment and expectations of the current tourism and hospitality educational system

Skills	Level of demand	Current status	Future expectations	Methods of curriculum introduction
Language skills	High	English skills do not meet market demand	Fluent English speakers	Adding specialized English courses
Innovation	Very high	The graduates lack innovation skills	Innovation skills should meet market needs	Teaching courses that support innovation skills
Customers service skills (CS)				
CSI. Original services	Very high	The current graduates' skills meet to some extent the market needs	Improve the original skills	Concentrate training to improve original skills
CSII. Networking skills	Very high	Graduate students lack the knowledge to build networks	Improve graduates networking to meet market needs	Concentrate on networking skills courses

Skills	Level of demand	Current status	Future expectations	Methods of curriculum introduction
Communication skills	Moderate	Graduate students' CS less than the expectations	High communication skills	Concentrate on courses and training of CS
Organizational skills	Moderate	Graduates' level does not meet market needs	Improve OS to meet varieties of market needs	Improve OS through courses and training
Cultural skills	Moderate	Graduate CS under the required level	Improve the CS of students to meet the requirements	Adding cultural courses
Multitasking skills	Moderate	Graduates' multitasking skills below the market needs	Multitasking skills improve to meet the market needs	Continuous training programs to improve multitasking skills
Personality building skills	Moderate	There are personality skills but below the expectations	Improve the PS to meet market needs	Listing personality skills courses
Management capabilities skills	Very high	Graduates do not help in management issues in the market	Improve management capabilities	Adding management courses directed to T&H sectors
Teamwork skills	Moderate	Graduates' level for TW skills below the market needs	Graduates should have skills that improve TWS	Training programs that improve TWS
Technology skills	Moderate	Graduates lack the technology skills to deal in the T&H market	Meet the market needs	The inclusion of IT courses that help in serve the market needs

4.3. Academic staff assessment

The trends of assessment by the academic staff differed significantly. The assessment conducted by the academic staff did not prioritize the listed skills, with a high emphasis placed only on innovation and originality skills. The assessment of skills related to communication, cultural understanding, and personality traits was low, while the assessment of other skills—such as language proficiency, networking, organization, multitasking, management capabilities, technology, and teamwork—was moderate. These assessments suggest that the academic staff holds differing views regarding their responsibility to enhance various skills.

Table 3: The academic staff's assessment and expectations of the current tourism and hospitality educational system reflecting different universities

Skills	Level of demand	Current status	Future expectations	Methods of curriculum introduction
Language skills	Moderate	The current level of the graduate is acceptable	Fluent English speakers	Adding specialized English courses
Innovation	High	The level of graduates' innovation skills is moderate	Innovation skills should be improved	Inclusion of courses and training support innovation
Customers service skills (CS)				
CSI. Original services	High	The graduates have enough skills	These skills are enough for the future	The current curriculum is enough

Skills	Level of demand	Current status	Future expectations	Methods of curriculum introduction
CSII. Networking skills	Moderate	Graduate students below the required level	Improve graduates networking to meet market needs	Concentrate on networking skills courses
Communication skills	low	Graduates' communication skills are enough	Requires some improvement	No additional courses needed
Organizational skills	Moderate	Graduates' level skills do not meet market needs	Improve OS	Training programs needed
Cultural skills	low	Graduate CS under the required level	Improve the CS of students to meet the requirements	Adding cultural courses
Multitasking skills	Moderate	Graduate's multitasking skills require improvement	Multitasking skills should be improved	Continuous training programs to improve multitasking skills
Personality building skills	Low	There are personality skills	Some improvement	Training programs to improve
Management capabilities skills	Moderate	Graduates do not help in management issues in the market	Improve management capabilities	Adding management courses directed to T&H sectors
Teamwork skills	Moderate	Graduate's level for TW skills below the market needs	Graduates should have skills that improve TWS	Training programs that improve TWS
Technology skills	Moderate	Graduates lack the technology skills to deal in the T&H market	Meet the market needs	The inclusion of IT courses that help serve the market needs

5. Discussion

This research aimed to find a new approach to curriculum development in graduate studies for tourism and hospitality. The study focused on identifying the most essential skills needed to meet market needs and expectations in the current and future sectors. The formulation of these skills was based on pilot studies conducted in the Jordanian market and international needs identified in various literatures.

According to the assessment conducted by graduates, market experts, and academic staff, it was found that there is a significant shortage of certain skills required for the tourism and hospitality sector (THS) and market needs. To enhance the capabilities of students in the field of innovation, it is recommended to incorporate innovation skills into the existing curriculum. The constant evolution of the tourism industry necessitates the development of innovative and entrepreneurial talents (Fu, 2018; Zhang, 2019). However, there are challenges in providing quality education in tourism innovation and entrepreneurship (Booyens et al., 2020).

According to Sisson and Adams (2012), the tourism and hospitality industry requires graduates with strong networking skills and management capabilities. These skills are crucial for meeting market demands, enhancing employment opportunities, and fulfilling industry expectations (Sisson & Adams, 2012). Song and Wu (2016) emphasize the significance of these skills in teaching tourism and hospitality, as the demand for qualified educators in the field is increasing (Song & Wu, 2016). Furthermore, Weber and Ladkin (2008) highlight the importance of network skills in facilitating students' career prospects through partnerships between educators and industry professionals (Weber & Ladkin, 2008).

Cultural skills should be added to the curriculum of Tourism and Hospitality (T&H) education. These skills have been found to be very important for graduates but are not currently meeting market needs. Academics face challenges in

preparing indigenous students for employment in multicultural working environments, and educators need to address the training requirements and learning outcomes related to cultural diversity.

A high assessment has been given to teamwork and technology skills in the tourism and hospitality sector to meet market needs. These two skills are considered essential for ensuring the long-term sustainability of organizations in this sector. Teamwork and technology skills are important components of the tourism and hospitality curriculum. Employers highly value teamwork skills, but college graduates often lack them (Deale, 2015). Additionally, technology plays a crucial role in the competitiveness of organizations in the tourism sector, and graduates need to be proficient in IT (Sisson & Adams, 2012).

Other important skills that are valuable additions to the tourism and hospitality curriculum include customer service skills, multitasking abilities, personality traits, organizational skills, and communication skills. These skills are necessary for graduate students to ensure their ability to contribute to the success of tourism and hospitality organizations. However, there is often a lack of emphasis on developing communication and organizational skills in hospitality and tourism education (O'Halloran & Deale, 2004). Effective communication is crucial not only for understanding tourists' needs but also for building relationships with patients, colleagues, and the public in the healthcare field (Marzouki & Posecion, 2019).

6. Conclusions and Recommendations

The objective of this research is to develop a new approach for curriculum building in tourism and hospitality graduate studies. The approach was developed by investigating the core skills needed in the tourism and hospitality sector from the perspectives of graduates, the market, and academic staff. The essential skills identified in this research are crucial for expanding and building a sustainable tourism and hospitality sector both within Jordan and globally.

The results showed that innovation skills should be included in the curriculum as a fundamental requirement for developing graduates' abilities. Additionally, management and networking skills should be incorporated to enhance students' capabilities and opportunities in the industry. Cultural skills should also be integrated to improve graduates' ability to navigate diverse cultural contexts. Teamwork skills emerged as a critical requirement in the field, ensuring the achievement of organizational goals, and should thus be an integral part of the curriculum. Furthermore, technology, being a driving force in modern life, should be included as a catalyst for the development of the tourism and hospitality sector.

The curriculum should also focus on improving communication, organizational, personal, and multitasking skills. By incorporating these skill sets, the curriculum will enable graduates to meet market demands. This research recommends revising the current curriculum for graduate students in tourism and hospitality to address existing weaknesses and gaps, ultimately improving the quality of graduates.

REFERENCES

- Anam, M. M., & Rachmadian, A. (2020). Need analysis of English language usage for Tourism university students. *EnJourMe (English Journal of Merdeka) : Culture, Language, and Teaching of English*, 5(2). <https://doi.org/10.26905/enjourme.v5i2.5105>
- Arons, M. M., Hatfield, K. M., Reddy, S. C., Kimball, A., James, A., Jacobs, J. R., Taylor, J., Spicer, K., Bardossy, A. C., Oakley, L. P., Tanwar, S., Dyal, J. W., Harney, J., Chisty, Z., Bell, J. M., Methner, M., Paul, P., Carlson, C. M., McLaughlin, H. P., ... Jernigan, J. A. (2020). Presymptomatic SARS-CoV-2 Infections and Transmission in a Skilled Nursing Facility. *New England Journal of Medicine*, 382(22), 2081–2090. <https://doi.org/10.1056/nejmoa2008457>
- Booyens, I., Motala, S., & Ngandu, S. (2020). Tourism Innovation and Sustainability: Implications for Skills Development in South Africa. *Geographies of Tourism and Global Change*, 77–92. https://doi.org/10.1007/978-3-030-41735-2_6
- Breen, H. (2004). Assessment of tourism and hospitality management competencies : a student perspective. *Proceedings of*

- Tourism Research: Advances and Applications, New Zealand Tourism and Hospitality Research Conference, Wellington, NZ, 8-10 December*, 81(May 2014), 1–8.
- ÇİZEL, B., & ÇAKAR, K. (2015). The Higher Education System in the Field of Hospitality Tourism Management: A Comparative Analysis between Turkey, Switzerland and Germany. *Mediterranean Journal of Humanities*, 5(2), 165–165. <https://doi.org/10.13114/mjh.2015214565>
- Deale, C. S. (2015). Hospitality and Tourism Education in the International Classroom: A Case Study. *Journal of Teaching in Travel and Tourism*, 15(4), 301–324. <https://doi.org/10.1080/15313220.2015.1096474>
- Della Lucia, M., Dimanche, F., Giudici, E., Camargo, B. A., & Winchenbach, A. (2021). Enhancing tourism education: The contribution of humanistic management. *Humanistic Management Journal*, 6(3), 429–449. <https://doi.org/10.1007/s41463-021-00111-3>
- Eusébio, C., Pimentel Alves, J., Rosa, M. J., & Teixeira, L. (2022). Are higher education institutions preparing future tourism professionals for tourism for all? An overview from Portuguese higher education tourism programmes. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 31. <https://doi.org/10.1016/j.jhlste.2022.100395>
- Feeney, A., & Murphy, B. (2016). *Internationalising the Curriculum for Hospitality and Tourism Students through Language Integration*.
- Ferraz, J. (2018). Sociology's role in the teaching of organizational behavior in higher education. The case of hospitality management. *Societies*, 8(3). <https://doi.org/10.3390/soc8030051>
- Fu, M. (2018). *Research on the Construction of Curriculum System of Innovation and Entrepreneurship Education in Tourism Management*. <https://doi.org/10.2991/meici-18.2018.19>
- Iglesias, M. (2021). Language Tourism in Higher Education: An Overview. *Tourism, Hospitality and Event Management*, 85–100. https://doi.org/10.1007/978-3-030-57288-4_6
- Ilkan, M., Beheshti, M., Rahimi, S., & Atalar, E. (2017). The Role of Information and Communication Technology (ICT) in Tourism Education: A Case Study of Higher Education Students. *7th Advances in Hospitality and Tourism Marketing and Management (AHTMM) Conference, September*, 1–12. <http://i-rep.emu.edu.tr:8080/jspui/handle/11129/3491>
- Jami, Y., & Gökdenez, I. (2020). The Role of Universities in the Development of Entrepreneurship. *Przedsiębiorczość - Edukacja*, 16(1). <https://doi.org/10.24917/20833296.161.7>
- Kapoor, S., & Villa-Lopez, B. de. (2015). Developing Teamwork Skills in Hospitality Management College Students. *Journal Of Tourism Research*, 5(7), 1–358.
- Kusumawardhana, I. (2020). *Curriculum Development in Hospitality and Tourism Higher Education: challenges and gaps. February*. <https://doi.org/10.4108/eai.13-2-2019.2286505>
- Liu, Y., Li, Y., & Parkpian, P. (2018). Inbound tourism in Thailand: Market form and scale differentiation in ASEAN source countries. *Tourism Management*, 64, 22–36. <https://doi.org/10.1016/j.tourman.2017.07.016>
- Losekoot, E., & Wong, L. (2014). Culturally responsible curriculum development in hospitality, tourism and events management. *ARA: Revista de Investigación En Turismo*, 4(1), 61–69. <http://ezproxy.umgc.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsdoj&AN=edsdoj.6ddc166252ed4a0e9d30e8ce2afabc12&site=eds-live&scope=site>
- Luka, I. (2015). Enhancing Employability Skills for Tourism and Hospitality Industry Employees in Europe. *Acta Prosperitatis*, 6, 75.
- Luka, I. (2016). Developing Language Competence for Tourism Students and Employees in a Blended Learning Language Course. *SOCIETY. INTEGRATION. EDUCATION. Proceedings of the International Scientific Conference*, 1, 137. <https://doi.org/10.17770/sie2016vol1.1493>
- Maier, T. A., & Thomas, N. J. (2013). Hospitality leadership course design and delivery: A blended-experiential learning model. *Journal of Hospitality and Tourism Education*, 25(1), 11–21. <https://doi.org/10.1080/10963758.2013.777585>
- Marzouki, S., & Posecion, A. (2019). Employee Engagement and Commitment, Communication Skills and Talent Management Competencies of Tourism Professionals. *Journal of Tourism, Hospitality and Sports*. <https://doi.org/10.7176/jths/40-05>

- Mills, J. E., & Douglas, A. (2004). Ten information technology trends driving the course of hospitality and tourism higher education. *Journal of Hospitality and Tourism Education*, 16(4), 21–33. <https://doi.org/10.1080/10963758.2004.10696805>
- Mustafa, M. (2018). Assessing the acceptance by tourism and hospitality students of Jordanian universities' contribution to their training and employment. *Geojournal of Tourism and Geosites*, 25(2), 375–382. <https://doi.org/10.30892/gtg.25208-366>
- Ngan, T., Minh, V. T., Van, L., & Thanh, L. M. (2018). Integration of Cross-Cultural Experiences and Professional Competencies: Views From International Exchange Programs in Higher Education. *PEOPLE: International Journal of Social Sciences*, 3(3), 1694–1714. <https://doi.org/10.20319/pijss.2018.33.16941714>
- Nugraheni, T., Budiman, A., & Sukmayadi, Y. (2019). Entrepreneurship and Art Education Tourism: A Study on Results of Management Skills Training Program for Students. *Harmonia: Journal of Arts Research and Education*, 19(2), 193–203. <https://doi.org/10.15294/harmonia.v19i2.22674>
- O'halloran, R. M., & Deale, C. S. (2004). The importance of writing across the hospitality and tourism curriculum. *Journal of Teaching in Travel and Tourism*, 4(2), 61–78. https://doi.org/10.1300/J172v04n02_04
- Phi, G. T., & Clausen, H. B. (2021). Fostering innovation competencies in tourism higher education via design-based and value-based learning. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 29. <https://doi.org/10.1016/j.jhlste.2020.100298>
- Rahman, I. (2010). Students' Perceptions of Effectiveness of Hospitality Curricula and Their Preparedness. *University of Massachusetts Amherst, February*, 1–76.
- Roma, M. (2021). Redefining Assessment in Tourism and Hospitality Education. *International Journal of Higher Education*, 10(4), 113. <https://doi.org/10.5430/ijhe.v10n4p113>
- Romanova, G., Maznichenko, M., & Neskromnyh, N. (2016). Systematic approach to the goalsetting of higher education in the field of tourism and hospitality. *European Journal of Contemporary Education*, 17(3), 344–356. <https://doi.org/10.13187/ejced.2016.17.344>
- Scotland, M. (2006). Higher Education Program Curricula Models in Tourism and Hospitality Education: A Review of the Literature. *Online Submission*, 801–808.
- Shariff, N. M., Kayat, K., & Abidin, A. Z. (2014). Tourism and Hospitality Graduates Competencies: Industry Perceptions and Expectations in the Malaysian Perspectives. *World Applied Sciences Journal*, 31(11), 1992–2000. <https://doi.org/10.5829/idosi.wasj.2014.31.11.718>
- Sisson, L. G., & Adams, A. R. (2012). Identifying gaps in curriculum with the identified knowledge skills and abilities important to hospitality and tourism management graduates. *Great Lakes Hospitality & Tourism Educators Conference*.
- SONG, H., & WU, L. (2016). Evaluating the Collaborative Innovation of Tourism Management Specialty's Three Dimensional Teaching Mode based on Online Learning. *International Journal of U- and e- Service, Science and Technology*, 9(3), 361–370. <https://doi.org/10.14257/ijunesst.2016.9.3.34>
- Thandavan, R., & Girish, R. (2019). *Tourism product*. 149.
- Tomasi, S., Paviotti, G., & Cavicchi, A. (2020). Educational tourism and local development: The role of universities. *Sustainability (Switzerland)*, 12(17). <https://doi.org/10.3390/SU12176766>
- Tomić, M., & Čolić, D. (2019). The importance of intercultural competence in foreign language teaching, with reference to tourism curricula in higher education. *TIMS. Acta*, 13(2), 99–105. <https://doi.org/10.5937/timsacta1902099t>
- Török, Á., Borsi, B., & Telcs, A. (2013). Indicators for Measuring Competitiveness. *Competitiveness in Research and Development*. <https://doi.org/10.4337/9781845428273.00007>
- Tsai, C.-Y. (2013). Employability, Curriculum of Higher Vocational Education and Human Resource Practice in Tourism and Hospitality. *Journal of Sociological Research*, 4(2), 336. <https://doi.org/10.5296/jsr.v4i2.4481>
- Uy, J., Verano, H., Verbo, C., & Guecco, I. (2021). Educational Tours as a Learning Tool to the Third Year Tourism Students of De La Salle University- Dasmariñas. *International Journal of Research in Tourism and Hospitality*, 7(1). <https://doi.org/10.20431/2455-0043.0701004>
- Wahab, S. (2016). The Implication of Customer Service in Higher Education: Review Paper. *International Journal of Education*

- and Practice*, 4(3), 106–111. <https://doi.org/10.18488/journal.61/2016.4.3/61.3.106.111>
- Wakelin-Theron, N., Ukpere, W. I., & Spowart, J. (2018). Perception of tourism graduates and the tourism industry on the important knowledge and skills required in the tourism industry. *African Journal of Hospitality, Tourism and Leisure*, 7(4), 1–18.
- Wattanacharoensil, W. (2014). Tourism curriculum in a global perspective: Past, present, and future. *International Education Studies*, 7(1), 9–20. <https://doi.org/10.5539/ies.v7n1p9>
- Weber, K., & Ladkin, A. (2008). Career Advancement for Tourism and Hospitality Academics: Publish, Network, Study, and Plan. *Journal of Hospitality and Tourism Research*, 32(4), 448–466. <https://doi.org/10.1177/1096348008321365>
- Whitelaw, P. A., Benckendorff, P., Gross, M. J., Mair, J., Jose, P., Australia. Office for Learning and Teaching., & Victoria University. (2015). *Tourism, Hospitality & Events Learning and Teaching Academic Standards*. (Issue June).
- Williamson, J., Wardle, K., & Hasmi, H. (2020). Developing WIL curriculum which enhances hospitality students capabilities. *Higher Education, Skills and Work-Based Learning*, 11(3), 635–648. <https://doi.org/10.1108/HESWBL-04-2020-0055>
- Wong, A., & Hsu, C. H. C. (2016). Developing intercultural skills for hospitality students in China. *Advances in Culture, Tourism and Hospitality Research*, 12, 275–291. <https://doi.org/10.1108/S1871-317320160000012016>
- Xu, J. (Bill), Lo, A., & Wu, J. (2018). Are students customers? Tourism and hospitality students' evaluation of their higher education experience. *Journal of Teaching in Travel and Tourism*, 18(3), 236–258. <https://doi.org/10.1080/15313220.2018.1463587>
- Zhang, L. (2019). On the Integrated Development of Innovation and Entrepreneurship Education and Tourism Management Education. *Advances in Higher Education*, 3(2), 175. <https://doi.org/10.18686/ahe.v3i2.1441>
- Zins, A. H., & Jang, S. Y. (2019). Review and Assessment of Academic Tourism and Hospitality Programmes in China. *Perspectives on Asian Tourism, Part F185*, 81–105. https://doi.org/10.1007/978-981-13-2613-4_6