



SOFT SKILLS IN HIGHER EDUCATION STUDENTS: A SYSTEMATIC REVIEW

HABILIDADES BLANDAS EN ESTUDIANTES DE EDUCACIÓN SUPERIOR: REVISIÓN SISTEMÁTICA

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Article History: Received: 11.02.2023

Revised: 01.04.2023

Accepted: 17.05.2023

Abstract

Objective: To map and analyze the accredited contributions linked to the soft skills of students and professors of higher education in engineering, nursing, and education from 2017 to 2021, from several countries around the world. **Method:** The PRISMA (Preferred Reporting Items for Systematic Reviews and Meta Analyses) statement was considered as methodology, having as technique the documentary analysis and the instrument the registration form for the extraction of data from virtual libraries. **Results:** We found a list of 35 articles systematically reviewed in a four-phase flow scheme, found in databases such as Scopus, Scielo, EBSCO and ProQuest, at the same time 19 were quantitative, 10 qualitative and 6 mixed, which were classified into table. **Conclusion:** It is essential to keep in mind all the soft skills to reach the achievement of objectives and harmonious coexistence, both personal and professional, generating quality care, since hard skills often prevail leaving aside the soft skills.

Keywords: Life competence 1; capability 2; soft skills 3;

Resumen

Objetivo: Mapear y analizar los aportes acreditados ligados a las habilidades blandas de estudiantes y catedráticos del nivel superior en carrera de ingeniería, enfermería y educación desde el año 2017 al 2021, de varios países del globo terráqueo. **Método:** Se consideró la metodología a la declaración PRISMA (Preferred Reporting Items for Systematic Reviews and Meta Analyses), como técnica el análisis documental y el instrumento la ficha de registro para la extracción de los datos de las bibliotecas virtuales. **Resultados:** Se halló 35 artículos revisados sistemáticamente en un esquema de flujo de cuatro fases, encontrados en bases de datos como Scopus, Scielo, EBSCO y ProQuest, al mismo tiempo 19 fueron cuantitativos, 10 cualitativos y 6 mixtos, los cuales están clasificados en una tabla. **Conclusión:** Importante tener presente todas las habilidades blandas para alcanzar el logro de objetivos y la convivencia armoniosa, en lo personal como profesional, generando una atención de calidad.

Palabras claves: Competencia para la vida 1; capacidad 2; habilidades blandas 3;

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DOI: 10.31838/ecb/2023.12.s3.353

1. Introduction

The present theoretical review is based on recognizing the importance of soft skills in the training of each person during their process, because these will allow obtaining professionals who can function in this new century where people who have qualities such as being active, empathetic critics are required, resilient etc. (Vera 2016). So, for all the, university education must be directed towards strengthening the soft skills of students and how to do it and thus achieve a response to the satisfaction of the models and of society. Cinque (2015) states that soft skills are not only important for professional achievement and success, but also happiness in life is achieved with it. According to Vera (2016), these skills are understood as the individual capacities that can improve job performance, and facilitate internal mobilization, promoting a professional career and inferring success.

The objective of this article is to map and analyze the accredited contributions linked to the soft skills of students and professors of the higher level in engineering, nursing, and education careers from 2017 to 2021.

2. Method

The PRISMA statement (Preferred Reporting Items for Systematic Reviews and Meta Analyses) (Urrútia & Bonfill, 2010) was considered as a methodology. It consists of a list of 35 systematically reviewed articles and a four-phase flow scheme, which progresses with new ones. Contributions with 35 articles from the Scopus, Scielo and EBSCO and ProQuest databases, were then classified in a table, using the Mendeley manager. Design It is a systematic review using the Prisma method whose participants are students and teachers in original articles of quantitative, qualitative and mixed approaches with the criteria expressed below. Research that was related to the soft skills variable. The year of publication 2017 to 2021 in the languages of Spanish and English, original articles in Scopus, Scielo and Ebsco, and Pro Quest, in addition, certain exclusion criteria

were taken into account: Summaries, newsletters, research with a guarantee of real results.

Participants

The participants in each study are students and teachers from various parts of the world.

Instruments

The instrument used has been the logbook, it is a table where the names of the authors of each selected article are registered, considering from the most recent to the oldest, likewise the competences mentioned in each author were registered, as well as the approaches and the participants explaining the conclusions of each investigation.

procedures

Regarding the descriptors, the search has been carried out for many articles that are important in relation to soft skills, such as competence in students and teachers of the higher level.

Thus, the articles in relation to soft skills were analyzed taking into account the years 2017 - 2021 respectively.

In relation to the database that integrates the journals, those that are indexed and correspond to Scopus, Scielo, Escob, ProQuest were taken into account, 305 were found online at the beginning, they were selected in this way, 95 were excluded due to duplicity, of this 109 remained, and thus 89 were later excluded because they were not related to the student sample, so 75 remained, referring to the latter, 58 continued to be excluded; Thus, in the end there were 35 articles left for the study, the articles were read and analyzed for the study of soft skills in higher level students. Thus, Mendeley was also used to order citations and references.

The sample of students and teachers from different institutions around the world was considered, it was taken that way because some articles included both and it could not be done separately. Regarding the categories taken, they were: Communication, problem solving, teamwork, interpersonal relationships.

In the inclusion criteria, the majority of the student sample and, in some cases, the teachers have been taken into account.

Analysis of data

3. Results

The result accounts for the processing of the data obtained, for the articulation of the theoretical analysis.

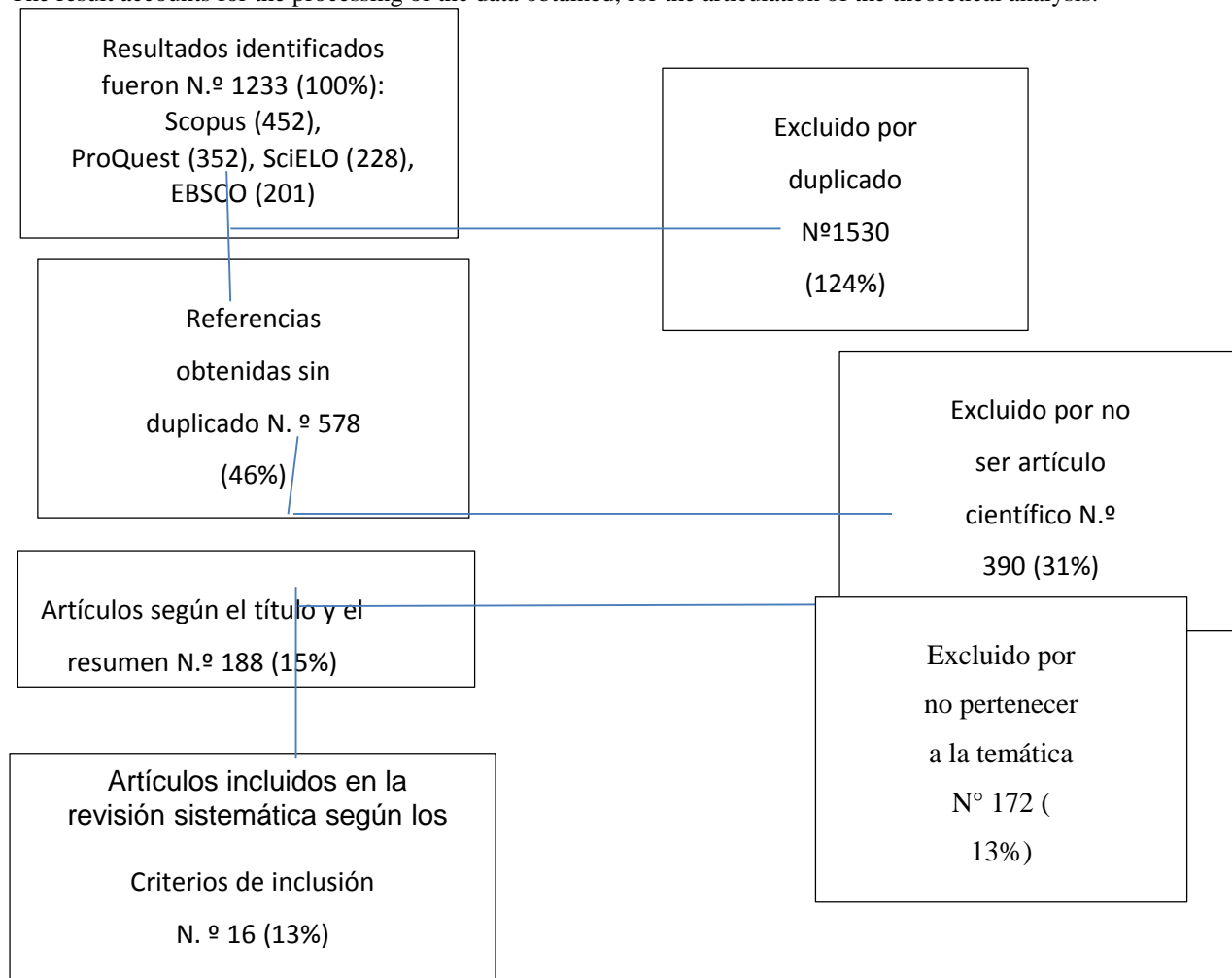


Figure 1. Systematic review flowchart

III. Results

Table 1.
Articles chosen for the systematic review.

No.	AUTHOR S	SOFT SKILLS IN HIGHER EDUCATION: A SYSTEMATIC REVIEW				Methodology	
		communicat ion	Troubleshoot ing	Teamwo rk	interperso nal ability	Study type and sample	Study characteristics
1	Kim & Guo (2022)	X				Approach quantitative patients	With this study it is concluded that social competences are socially elaborated phenomena. The NIEs resist the social competences and the norms of the institution.

							<p>Multilingual healthcare policies are used to address the needs of patients and their families. Health policies must respond to changes in the contexts of patients where they operate. It suggests that it is necessary to recognize, value and use the skills, knowledge and experience of IENs. IENs</p>
2	Fuentes et al.(,2021)			X		Quantitative approach students	<p>Soft skills are an important axis in the process of employing a character, when he graduates from an institution and therefore should help and apply teaching-learning techniques that are combined with their strengthening, in the training process. Each human being is formed from early childhood, the responsibility falls on the student because he says that it will depend</p>

							<p>on him that these skills are strengthened and are part of the curriculum. Of course, since they work with competencies, they would have to self-assess themselves in the process of the performances acquired as students. It is said that a large number of them do not show the ability to ask questions, which leads to deduce that communication strategies are needed and, as such, it is needed. strengthen it in future graduates as well.</p>
3	Milczarski et al., (2021)			X		Quantitative approach students	<p>In this study, the first thing that is shared is that there is an urgency to know the term of soft skills or competencies, both the theories and that training and practice be facilitated in university-level environments and that conceptual strategies be applied through solid theoretical</p>

							models. that socially guide the learning methodologic ally the training process. and the third, that although there is a belief in the impact of experiential actions in training, there is still insufficient research in the practical area that allows more specific and concrete and pedagogical skills that allow their development. For all the above, if soft skills are promoted in university students it will be a two-way achievement. The student wins in personal training, the educational institution wins by promoting effective comprehensive training.
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4	Tenorio (2021)	X	X	X	X	Quantitative approach students	This study was born specifically how social skills merge. With transformational leadership It can be seen how many dimensions of leadership are related to social skills, so it is concluded that both elements are basically related, since leadership begins with the interaction between people.
5	Rodriguez (2020)	X				Quantitative approach teachers	a significant direct relationship was determined between soft skills and teacher performance, which means that teachers who perform well will do better and better, the correlation could be seen. It was also possible to see the very considerable significant communication between the teacher in the post school of the Nobert Wiener 2019 university, likewise in relation to the third objective, the positive correlation

							between development and teaching performance was determined.
6	Moreno &Y Quintero (2021)				X	Quantitative approach students	With this study it can be verified that the level of soft skills in university students is very low and there is an urgent need to adapt the curricular contents in order to strengthen them, which will lead to them not only being optimal for employment in companies, but also for professional life in the future. It is necessary to break socialist, industrialized schemes and here is the task of higher education.

							<p>The technical skills, and the soft or social ones for their contribution in the academic, labor, and social actions, for their definitive sign in the productivity of the academic, labor and social activities. The evaluation of these skills in the competence of software management, are very scarce for what is exposed in the present study. raises a proposition for the evaluation of soft skills in software progress projects.</p>
7	Andrew (2021)	X				Quantitative approach students	<p>soft skills are divided into three large important and desirable groups. it is considered that emotional intelligence has 78% are essential in IT specialists; Likewise, the main skills are: study capacity and the effort for self-education and self-improvement (58.0%),</p>

							<p>independent decision-making (48.0%) and problem solving (46.8%); establishing communication (42.0%) and teamwork (47.2%), interpersonal skills (34.8%); creativity (44.0%), attention to detail (30.0%) and adaptability (32.0%). Considering the ideal an adequate level of physical conditions and leadership (18.0 - 18.8%). Physical activities have contributed to function well in the development of cognitive qualities for the training of excellent professionals. It is recommended to continue investigating in relation to motor activity as a purpose of improvement, decision making, problem solving, creativity and leadership and strategy planning.</p>
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8	Dao & Doung (2021)			X		Quantitative approach students	<p>The authors choose to study these difficulties to provide solutions to the problems. Presented in the process of the pandemic. The teaching process must be guaranteed by providing students with the installation of technological devices at home. Organize training courses to improve computer skills and manipulative teaching in online software for teachers. Regarding the results, it is important to mention that the socio-emotional skills and the mental health of the higher-level teachers are integrated by the dimensions of three areas. The instrument was validated since it guarantees an analysis of psychometric properties, the need to apply it in samples is known. much bigger.</p>
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9	Anton et al; (2021)	X				Quantitative approach teachers	In the present work, it is stated that university professors from countries with medium to low technical and innovation experience very outstanding high concepts in all scales of soft skills, likewise it is perceived in digital competences in the use of them is low. This leads to proposing specific training plans for teachers in virtual environments. It would also be feasible a line of research aimed at presenting the suggestions of the students on how teachers can improve these aspects.
10	Gonzales et al; (2021)	X				Approach mixed employees and employers	The study tells us that soft skills are directly related to the business sector. In addition to considering leadership as an important soft skill that integrates other soft skills, also to help managers or heads in

							any institution. Soft skills must be strengthened from childhood to direct people
eleven	Escamilla et al; (2021)			X		Approach quantitative managers or coordinators of the sales area of automotive agencies.	<p>In his study, he states that since the teamwork variable is not significant, it must be due to the characteristics of said society, since a Mexican citizen is a classic</p> <p>In relation to the solution of the problem, this has been relevant especially in customer service in the context of auto sales, for which it is contributed that this research may be useful for future studies. The study provides valuable information in relation to the companies, this will depend on the activities carried out.</p> <p>In relation to the formation of skills, these can be specific and general, since each person</p>

							will develop their skills according to the potential for interaction that they have, more soft skills will be strengthened.
12	Colchina et al: (2021)	X		X	X	Quantitative approach	Learning in relation to soft skills with synchronous learning is an urgency today in times of Pandemic, what must be done is to improve the conditions of improvement in relation to the installation that comply with all the activities that must be carried out as teacher-student interaction, reinforcement , exams. This study clearly shows us the interest and desire to learn in students.
13	Mendvedeva & Rubtsova (2021)			X	X	Approach mixed students	The study tells us that soft skills are directly related to the business sector. In addition to considering leadership as an important soft skill that integrates other soft skills, also to help managers or heads in any institution.

							Soft skills must be strengthened from childhood to direct people
14	Kolchina et al; (2021)	X		X		Quantitative approach students	The study showed that not all respondents who answered the questions demonstrated social skills. The comparison of the mean values of interpersonal skills with the means of the paired differences was not statistically significant; therefore, the suppression of the elements of the paired mean differences did not have a statistical impact on the overall result of the need for improvement of 24 of the 26 interpersonal skills studied.
fifteen	Hirudayaraj et al (2021)				X	Quantitative approach students	According to the results, it is expected that the model can be adapted to the problems, realities and contexts in a global way and thus answer the questions of the universities. Teachers must know how to interpret the

							CSC development model of the next professionals, being this totally broad of adaptation, since each teacher can adapt it to their reality and context and adjust to the soft skills that could be executed, therefore it must be considered the current problems and the challenges of the world, carrying out a mixed study of innovation of the model
16	Hadiyanto et al ;(2021)	X				Approach quantitative teachers	It was seen that the practice standard offers an ideal place for the application of soft skills. But their distribution at the end of the semester may be too late. Therefore, soft skills should also be taught in other subjects whose fundamental purpose is to strengthen other (hard) skills. Pedagogical methodologies and student performance progressively include the progress of

							soft skills in their lines of action. In several case studies, it was confirmed that HEIs insist that it is important that there is a balance between the development of hard and soft skills.
17	Almeida (2021)				X	Approach mixed. students.	through synchronous leaning is evidenced, which is considered a necessity, what should be done is to adapt it in its improvement, guaranteeing its facilities to meet the teaching and learning requirements, guaranteeing its application. in all aspects
18	Dao & Hong (2021)	X	X	X	X	Approach quantitative students	This research provides us with the information that students know the importance of developing soft skills in the social and work context, therefore: teamwork, problem solving, and communication are the main ones that they will have to develop. In the analysis it is considered that the

							students consider it as the most important and if there is a correlation and it is high, it is suggested to carry it out to other universities.
19	Rodriguez (2020)	X				Approach quantitative students	This research provides us with the information that students know the importance of developing soft skills in the social and work context, therefore: teamwork, problem solving, and communication are the main ones that they will have to develop. In the analysis it is considered that the students consider it as the most important and if there is a correlation and it is high, it is suggested to carry it out to other universities.

twenty	Echeverri a et al; (2020)			X		qualitative approach students	This study provides us with relevant information regarding this issue and tells us that despite the fact that the SIs are aware of the demand for preparing young people with these skills, many of them do not take action in this regard, which is why they are put in a situation It is imperative to have a comprehensive strategic plan that trains a comprehensive professional in ICTs. Therefore, it is necessary to execute: Actions to promote entrepreneurial skills. Adapt to digitized demands
twenty-one	Espinoza & Gallegos (2020)				X	Approach quantitative students	This study gave a great contribution because it considers that soft skills are very relevant in the life of the human being, since it opens doors for you in the personal, work, and academic spheres. In addition to helping, you to know

							yourself and improve your relationships with others. It is recommended that in the educational context it be practiced by generating moments of dialogue, so parents and teachers should encourage them.
22	Araya & G Garita (2020)	X	X	X	X	Approach quantitative students	This study gave a great contribution because it considers that soft skills are very relevant in the life of the human being, since it opens doors for you in the personal, work, and academic spheres. In addition to helping, you to know yourself and improve your relationships with others. It is concluded that the human resources that work in the state urgently require structural changes for the best treatment, the public sector must become an environment of good treatment and service.

23	Bunga et al; (2020)		X			Approach mixed students	The study makes it possible to make available an evaluation instrument that is in the process of its formal application to many students to better facilitate the pedagogical work, understanding that in this context interaction occurs and skills among peers will be evidenced.
24	Diaz & Sanhueza ((2020)	X		X	X	Approach quantitative students	This study tells us that soft skills must be perfected in the management of everyone according to their socio-emotional qualities. And that they manage to be part of a generation of professionals who have the ability to have a harmonious emotional development who are capable of handling work pressure. Then the higher level must be responsible and participate in training these professionals in the

							interaction between students, promoting and strengthening the skills of one with the other relationships and emotional control in the work, professional and personal environment.
25	Vasquez et al; (2020)	X		X		qualitative approach students	This study provides us with the importance of soft skills in administration and accounting graduates in knowledge of society. The competencies that predominate are leadership, communication, intercultural competence, and the ability to network, in the same way it was possible to see how these competencies are so useful in the workplace
26	Lamb & J Quevedo (2020)			X		qualitative approach citizen public servants	The research met the proposed objective. Since the experience with the students strengthened the way to improve their social and personal growth as

							professionals, likewise professionals from other careers understood what emotional intelligence is to apply it in each situation of their professional practice, the experiences have shown that they present some difficulties but it can serve as a prelude to apply this experience in university life and strengthen the emotional intelligence that the others come from soft skills.
27	Neri & C Hernandez (2019)	X				Approach quantitative students	Through this study it was possible to recognize the achievement of the categories in each skill competence. In this line, importance was given to the study because it provides impressive information for higher education and with it to plan training actions aimed at consolidating soft skills in using the AOP methodology. Thus, generating

							collaborative learning in strengthening pragmatic skills for life in a world outside the classroom.
28	Davila (2019)				X	Approach quantitative students	The research met the proposed objective. Well, the experience with the students strengthened the way to improve their social and personal growth as professionals, likewise professionals from other careers understood what emotional intelligence is to apply it in each situation of their professional practice. Experiences have shown that they present some difficulties. but it can serve as a prelude to applying this experience in university life and strengthening the emotional intelligence that other soft skills come from there.
29	Luy (2019)				X	Approach quantitative students	In the present study it is important to emphasize the study of

							emotional intelligence, it contributes to being a very necessary activity since they are part of the personal and social formation of each student of the various careers about the contents of this and the content of the disciplines that help to better understand them and their application in the process.
30	Davila (2019)				X	Approach quantitative students	It is essential that through research studies the relevant concepts related to soft skills are known.
31	Succi&M (2019)				X	Approach quantitative students	The results show that the participants, that is, students, must be responsible for developing these skills for life, because today's world requires it and this must be from the academic world so that when they graduate they can have access to the competition and assume positions effectively.

32	Zepeda et al; (2019)				X	Approach quantitative students	This contribution requires the attitude of acquiring these skills and that the institutions support them by providing them with the tools to strengthen them and contribute to their development.
33	War (2019)				X	Approach quantitative students	The study contributes that at the higher level, just as knowledge is relevant, it is also essential to strengthen soft skills such as self-confidence, self-control, persistence, curiosity, etc. International research suggests that the most important thing in the development of a person is not only the knowledge that can be learned, but the ability to develop a set of skills to solve problems or situations.

3. 4	Marreo et al; (2018)	X		X	X	Approach quantitative students	This research study is important because the development of a person is not only the knowledge that can be acquired but also the ability to develop various skills, such as perseverance, self-control, curiosity, awareness, determination and confidence. in itself These soft skills are related to emotional intelligence, the relationship and effective communication is to deal with and know how to manage these emotions with ourselves and with other people.
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35	sutrismo (2017)	X				Approach quantitative students	In this study it is concluded that soft skills are integrated into learning training programs, the quality of the model, this model was better than the learning model, difficulties were generated for the students of the qualified learning instructions and to request tasks. relevant and supervise students in their own work. It is suggested that for future research the proposed learning model be used and thus carefully evaluate the works so that their real performance can be evaluated, their effectiveness should continue to be investigated.
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own elaboration

4. Discussion

For Almeida Moráis, José 2021 maintained that each IES reviews the importance of developing soft skills, but their placement at the end of the semester may be too late, therefore soft skills should also be included in other

subjects that have such a purpose, not only hard competitions; In the same way (Fuentes et al., 2021) proposes that soft skills are an important connecting

rod in the employability process and for this reason it should be considered that HEIs should contribute to teaching-learning techniques and are strengthening, since the Students have a great responsibility with their development because many of them would be formed in the childhood stage and they are provided with the added value that is in the curriculum. In this sense, it follows that soft skills are very important competencies in modern times and that some institutions do not take responsibility for their practice.

On the other hand (Macquail et al., 2021) self-knowledge skills, which include awareness, permanent learning, expression as well as creativity, are essential for teamwork and therefore contribute to success in life. In the same way (Milczarski et al., 2021) in this study, the first thing that is shared is that there is an urgency to know the term of soft skills or competencies, both the theories and that training and practice be facilitated in the environments of the university level. And the third, that although there is a belief in the impact of experiential actions in training, there is still insufficient research. In addition, with these two contributions we can conclude that soft skills in both students and teachers need to be trained in the higher education process.

We have (Vara 2021) learning in the professional process must be related to the production of software and soft skills, because these require interaction with people and above all because of the productivity that they generate for work, however their application is scant. In this sense, it follows that soft skills or competencies are substantial because they allow leadership.

Next (Rahm et al., 2021) the dilemmas are an approach in which you can reflect on daily life and if teachers are supported in the process, since this model will help students to commit to teaching this requires teachers who use a lot of creativity. Along the same lines, we have (Sancho et al., 2021) who reveals that university teachers in countries with low technical developments have high concepts on all scales of soft skills and that is why the digital skills of teachers is medium low. In short, it is inferred that teacher plans are needed on the empowerment of digital technologies in aspects of soft skills and thus consider the contribution of students on how teachers can improve these skills.

Also, to (Dao & N Doun, 2021) who contribute to sustaining that if they choose to study these difficulties to provide solutions to the problems, presented in the pandemic, the teaching process must be guaranteed by providing students with the installation of technological devices in the houses s, organize training courses to improve computer skills, developing an examination program. Also (Cordero & Quevedo 2020) with this research it is concluded that the model proposal is optimal and can be executed, with the implementation of this it is wanted to establish systems that lead to the achievement and practice of an organizational idea that be strong, healthy, in relation to soft skills. In other words, it can be deduced that the educational process today requires more attention in developing the skills to have competent students in relation to soft skills.

On the other hand (Rodríguez, 2020) soft skills in public servants can be seen to be scarce and

incipient. It is concluded that there is a correlation between teacher performance and soft skills, as well as a significant correlation between teacher performance and responsibility. We also have (Succi & M Wieandt, 2019) the results indicate that principals and teachers Graduates know in different ways the use of strategies to develop soft skills. On the other hand, significant differences have been evidenced between the samples and both Italian and German companies, which allow us to see that the appropriate methodologies to strengthen these competencies give significant results and are of substantial contribution to the educational sector.

In this way we also have the contribution of (Marreo et al., 2018) contributes that at the higher level as well as knowledge is relevant, the strengthening of soft skills such as self-confidence, self-control and perseverance are also essential. In short, it can be deduced that collaborative learning is fundamental in the process, and they are in the practice of these soft skills.

Also, below (Sutrisimo, 2017) the present study suggests the application of the learning model for future researchers using this as a model integrating skills in the construction of engineering appendages should be

thoroughly reviewed. Both studies contribute conceptions related to the facts that are evidenced in the application of the development of these considering emotional intelligence.

Then highlight the contributions of (Gonzales et al., 2021) with this study it is concluded that soft skills are strengthened throughout life, today they are required. Companies require competent human resources. In this sense it follows to have emotional intelligence. It will lead to putting soft skills into practice in any situation.

Likewise (Escamilla et al., 2021) in their study states that since the teamwork variable is not significant, it must be given by the characteristics of said society, so this research can be useful for future studies, with these two contributions It is said that soft skills are nowadays an ingredient in every professional and thus assume the challenges that you propose. In addition to (Calchina et al., 2021) in the present study the conclusions were reached that student societies are classified according to the activities they carry out. The analysis of the reports indicates that according to the activity, since the skills of the participants are seen, which can be specific and general, the potential for interaction should serve for new soft skills with the students.

In this same line (Pérez et al., 2020) contributes that soft skills are directly related to the business sector. Consider leadership as an important resource that integrates other skills. In other words, the development of these skills is important because the

current reality requires competent people, especially in the business field.

In the same way, we continue with the contributions of (Bunga et al., 2020) to help you get to know yourself and improve your relationships with others. It is recommended that in the educational context it be practiced by generating moments of dialogue, which is why parents and teachers should encourage them. Also (Zumba et al., 2020) soft skills in the educational process, analyzing the results, not only researchers have realized this, since institutions are already making strategic changes to generate all the skills in the educational process. the study of cases to promote its development. In this sense, it is inferred that practical leadership in the educational process should be encouraged. Also (Zumba et al., 2020) soft skills in the educational process, analyzing the results, not only researchers have realized this, since institutions are already making strategic changes to generate all the skills in the educational process, the case studies to promote their development. In addition, we have (Espinoza & D Gallegos 2020) the analysis says that students consider it as the most important and if there is a correlation and it is high, it is suggested to carry it out to other universities, moreover we have (Araya & G Garita, 2020) the study tells us It provides relevant information and tells us that even though the SIs are aware of the demand, many of them do not take action on it. In this sense, it is inferred that if there are institutions that still do not react, they will stop working because today's world requires competent professionals.

Then we can continue mentioning (Luy 2019) it is known that the PBL generates a positive value in emotional intelligence, therefore it is considered as a strategy in the pedagogical field that generates soft skills in coexistence. Likewise (Dávila 2019) the experience with the students strengthened the way to improve their social and personal growth as professionals in other careers such as emotional intelligence, the experiences have shown that they present some difficulties but can serve as a prelude to applying this experience. in college life.

In short, it is inferred that emotional intelligence is an element directly related to soft skills and this must be strengthened. To conclude with the contribution of

(Jiménez et al., 2021) in relation to the results it is vital to mention that the socio-emotional skills and mental health of higher-level teachers is integrated by the dimensions of three areas the study instrument was validated guarantee an analysis of psychometric properties the need to apply it to much larger samples are known. Here it can be mentioned that this instrument would provide us with data or results to measure the skills of teachers who teach learning in higher institutions. In summary, it is inferred that this instrument is valuable to apply it to

different educational contexts to measure the competences of teachers.

5. Conclusions

Regarding soft skills as a competence for higher level students, it is relevant and has generated great importance in the personal and professional sphere of individuals, developing along with hard skills, which are typical of the same university profession. The development of the competences related to soft skills at the university level was achieved, the same ones that guide to strengthen future professionals, as soon as they manage to graduate from university classrooms; In this sense, this constitutes a globalized challenge for universities in general, which must implement new strategies in their curricular mesh.

Finally, the results obtained for the higher education context are substantial; In addition, it is necessary to strengthen these skills at the higher level because they are requirements that companies demand to hire new professionals, and thus generate a competent education in accordance with the demands of an integrated society.

It is recommended that this new topic continue to be deepened, with research with a quantitative approach, not only in university and non-university higher education, but also in regular basic education, at the three levels: initial, primary, and secondary.

6. References

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