

How to Cite:

Uceda-Pintado, I. L., Riojas-Cisneros, J. M., & Hernández-Fernández, B. (2022). Soft skills and comprehensive training in teachers: A systematic review. *International Journal of Health Sciences*, 6(S5), 9611–9632. <https://doi.org/10.53730/ijhs.v6nS5.10723>

Soft skills and comprehensive training in teachers: A systematic review

Indira Iizeth Uceda-Pintado

Graduate School, Universidad César Vallejo, Chiclayo, Peru

Corresponding author email: indiraucedapinradl10@gmail.com

José Manuel Riojas-Cisneros

Graduate School, Universidad César Vallejo, Chiclayo, Peru

Bertila Hernández-Fernández

Graduate School, Universidad César Vallejo, Chiclayo, Peru

Abstract---The purpose of this study was to analyze and evaluate in a systemic way and then proceed to choose and summarize the scientific support regarding soft skills as a catalyst for the comprehensive training of teachers at the JEC institution in the city of Chiclayo. The following repositories were consulted: CONCYTEC, DIALNET, PROQUEST, EMERALD INSIGHT, SCIENCE DIRECT, EBSCO, CONACYT AND REDALYC. Regarding the language, it was not restricted, but the year in which it was developed was between the years 2018 - 2021. Articles that had results on the soft skills model were included as a catalyst for comprehensive training in teachers in the JEC institution of the city of Chiclayo, as well as documents with reasons why the soft skills model should contribute to the comprehensive training of teachers in the JEC institution of the city of Chiclayo. For its part, the results were found in the following way, it was chosen according to the relevance of the variables under study, and the articles that contain them were also chosen randomly. Likewise, the 30 papers found were taken for analysis, where 23 investigations were taken into account that analyzed the various characteristics of soft skills and comprehensive training, and 7 articles and scientific journals. By which it is concluded that the scientific evidence found supports the support of the soft skills variables as a value contribution and that it seeks to improve the comprehensive training of teachers at the JEC institution in the city of Chiclayo.

Keywords---Soft Skills, Teachers, Comprehensive Training.

Introduction

The current situation has witnessed dizzying changes, which of course forces us not to ignore schools, especially alma maters such as those of regular basic education and those of higher education, in order to observe in principle if they are jointly training trained and enabled to perform in a different society, the same situation that influences and emphasizes the development of soft skills for students, graduates, professionals among others in order to be able to perform successfully in their professional field.

It should be noted that students have mostly presented difficulties to develop their known socio-emotional skills also soft skills that are essential and necessary to face the goals and challenges of the current context, where this problem lies in the fact that there are different factors by which there are many students who enter to study without motivation and without having adequately developed their soft and hard skills, and on the other hand the teachers in charge do not know how to reach the student since they do not have skills that allow them to reinforce the required competences.

It is relevant to state that contemporary education requires teachers and school leaders who have well-developed basic skills and competencies, such as interpersonal communication, teamwork and leadership, so that they can guide their students towards a successful integration into society. These skills and competencies are crucial for proper functioning in modern society. However, existing training programs for teachers and school leadership roles have little or no dedicated guidance for developing these skills and competencies (Nutov et al., 2021).

For their part, Tang et al. (2019) in their study sought to identify critical aspects of soft skills development through professional teacher training. The results of the study revealed that the factors on the failure of soft skills development were large class size, academic focus and insufficient training period. In conclusion, the integrated model will be a better solution to ensure the integration of soft skills in the design of each course. Future research should focus on the appropriate assessment method to facilitate the development of soft skills.

According to authors Taehyun & Young-Geun (2021) state that the effect of skill mixing (as opposed to skill pooling) in secondary education on long-term personality development. To address the problems of endogeneity and selection, a reform of secondary education implemented in Korea in the 1970s was leveraged. This reform is the change in the general high school admission system from skill grouping to skill mixing. The results show that the mix of skills has a significant influence on some personalities in adulthood. In particular, the mixing treatment decreases kindness and scrupulosity. These impacts on personalities were also found to be more pronounced among women.

For Rodríguez (2020) in his scientific article he affirms that soft skills are relevant as a performance measurement for the teacher selection process, as well as it is a fundamental aspect to take into account in training and induction programs. On the other hand, he affirms that the houses of study of higher level have the need

to improve their level of academic quality, since it is insufficient to have professors who have extensive experience, with a high level of knowledge in the branch that is performed, but does not have soft skills that add value to their integral training.

In the article by Glaveli et al. (2021) they showed that the application of soft skills in primary and secondary education, six elements were outlined as critical for the success of the implementation of these in the school environment: participation / participation in continuous improvement, teamwork, empowerment, evaluation / recognition systems and reward for quality, training and development and leadership (vision/commitment to the culture of quality). The results of the study are

assists school principals and policymakers in designing and implementing soft skills that improve the quality of teaching and the effectiveness of processes in the primary and secondary education system, as well as to satisfy and motivate teachers for continuous improvement.

The current problems show that teachers do not have the initiative or commitment to train or opt for new alternatives that contribute to learning – teaching, due to their traditional ideology. This has consequences not only for the entire training of students, which has become obsolete because today more value is assigned to teaching specialists from a modern and global perspective; but it also affects the results of the performance, training and learning of students, because teachers are the main axis for their development. Likewise, in the current context of the nation, due to the Corona virus, it has brought with it many changes to society. By which one of these changes has been generated in the training of the learner, where the courses are offered in virtuality. That's why this new approach is challenging, as not all teachers know how to properly apply distance learning.

For which the following problem was formulated: What is the relationship between soft skills and comprehensive training in teachers at the JEC institution in the city of Chiclayo? This study is justified in a theoretical way, because it will support the research through theoretical theories and models, providing new and updated knowledge so that they can be taken as references for future research at different levels of higher education. In practice, from the diagnosis of both variables and knowing the effect of one on the other, higher institutions will be able to improve or propose the programs of induction and training of soft skills of teachers in a more accurate way. Similarly, for the variable integral formation, since the aspects of; pedagogical capacities, interaction with stakeholders and results of their pedagogical work. On the social front, this study will provide relevant information to educational institutions on both variables, thus awakening their interest in carrying out similar studies, which will allow them to improve both learning and the educational quality provided. All this with the intention of improving the limited development of these skills, a problem of human talent management.

It also has methodological relevance because the instruments will be of own elaboration and will be taken as a reference to the operationalization of variables together with the dimensions and indicators for the design of the questionnaires

that will allow to collect the information to process it and obtain the results that will allow the discussion conclusions and recommendations, they will also be validated by three experts in the area and can be taken as a basis for future Research.

Methodology

The research is of positivist paradigm, Qualitative approach, since the study will be a literature review where the papers, scientific articles, journals, theses, etc. will be taken into account, by which it will be analyzed qualitatively (Hernández et al., 2014). The type of research is applied because it aims to solve a specific problem, heading to seek and consolidate the knowledge for its implementation and by which it will contribute to scientific and cultural development (Arnedo & Castillo, 2017) therefore this research will provide a model gives soft skills to the teachers of the JEC of the City of Chiclayo, it may also be taken as a reference for other investigations.

Eligibility Criteria

Types of participants

Studies involving teachers of the higher university level were included, the established topics are the variables in study soft skills and integral training, therefore, these topics must coincide with the variables and dimensions under study with the aim of improving learning in students and that the teacher can develop their skills.

Review Process

When reviewing the articles found and proceeding to analyze them if they meet the variables under study, in addition to whether they are indexed in repositories and quality journals, by which papers, scientific journals, scientific articles, theses, etc. were taken as a reference. By which 30 articles were analyzed and 20 remained to apply the analysis and documentary review.

Selection process

It should be noted that, to access the relevant information of scientific articles, papers, etc. were accessed search database such as Emerald Insigth, Science Direct, Scopus, which show scientific articles in English and have indexing, in addition to Scielo, Redalyc, Dialnet among others, repositories from both Peruvian and foreign universities were also used. Within the search strings, English words "soft skills in teachers", "comprehensive teacher training", as well as "model of soft skills in teachers", "integral teacher training" were used. Finally, the variables of this study are: Soft Skills Model (Independent Variable) and Integral Teacher Training (Dependent Variable)

Results

The results found in the search of this bibliographic review began with 79 records identified through an initial search in different databases. Some documents were

saved in Mendeley and others in Papers, an application of Unpaywall. The articles downloaded for full evaluation were 45, then together with the reviewer, only 30 articles were included, of which 21 are from systematic review and 9 from original research. 40 articles were excluded as they did not align with the research objectives and 29 studies were excluded for not meeting other exclusion criteria.

Characteristics of the included studies

Within the group of studies included in this review, a total of 14 were included, which were published between the years 2018(1), 2019(6), 2020 (10), and 2021 (13). Among their countries of origin, one takes place in Chile, one in Brazil, three in Ecuador, one in Costa Rica, one in Mexico, two in Cuba, one in Peru, one in Spain, and one in the United States. As far as the type of study is concerned, three are research studies and 13 are review studies. Likewise, the databases used were: Dialnet Unirioja, Scielo, Conacyt, Alicia Concytec, Proquest.

Table 1. Articles taken for review according to the Key.

Source	Database	Context of the study	Result
Rodriguez, J. (2020). Softskills as a basis for the good performance of the university teacher.	Edetania: INNOVA Research Journal	Perception of the soft skills of the professors of the Graduate School of the. <u>Norbe University!</u> 1 Wiener.	The current need for universities. Peruvians for improving their academic quality, given that it is insufficient to have teachers who have only developed extensive disciplinary knowledge and work experience; but on the contrary, in front of the new ones. demands of the XXI century.
Marrero, O. Mabomed J. and Xi.fra, J. (2018). Soft Skills: Necessary for the integral formation of the university student.	ECOCIENCIA Scientific Journal	The importance of the development of soft skills during the teaching process, as well as their relationship with hard skills for the achievement of an integral formation according to the knowledge society, technologies and communication.	The student, upon graduating from higher education and integrating into the workplace, faces a business position that requires a certain technical knowledge or professional skills that allow him to optimally perform his work.

Rodríguez L. , Rodríguez R, & Fuerte L. (2021). Soft skills and teacher skills at the higher level of education. Purposes and Representations,9(1), e1038.	Journal of Educational Psychology	Philosophical and epistemological bases of the teacher of the XXI century	The development of these skills fits conveniently in university teachers, given the challenges they face: cognitive abundance, connected society, among others. The evaluation of teacher performance corresponds to making a value judgment regarding the fulfillment of responsibilities in the teaching-learning process.
Guillén, N. and Astorga, C. (2020) Development of soft skills in students through academic activity practical processes for teacher training in commercial education.	International Journal of Office Management and Business Education	To demonstrate soft the skills that the students of the Commercial Education career of the National University (UNA) have developed, through their participation as practical teachers in the Academic activity	It is concluded that, although the intention of the teaching practices is that the student practitioners assume the role of planners and mediators of the teaching and learning process, situations must also be addressed and scenarios that promote an enrichment of the practitioners not only at the academic and didactic level, but also at the attitudinal level.

<p>A; <u>Bajsbekbar</u>, S. Metzler, M.; Anu G. (2021) Developing parallel programming and soft skills: A project based learning approach, Journal of Parallel and Distributed Computing,</p>	<p>Online journal Sciencedirect</p>	<p>Group projects and collaboration help students develop essential soft skills.</p>	<p>They demonstrated that through teamwork, students learn and collaboratively apply fundamental parallel programming and soft skills without direct guidance, thus demonstrating the effectiveness of PBL (Awad et al., 2021)</p>
<p><u>Alleab</u>, C, Weber, M, Lee, J. (2020) Using a grounded theory approach to understand the process of teaching soft skills on the job so to apply it in the hospitality classroom, Journal of Hospitality, Leisure, Sport & Tourism Education.</p>	<p>Online journal Sciencedirect</p>	<p>This research seeks to better understand how managers teach soft skills at work and give teachers an understanding of this process so they can replicate the efforts of the managers.</p>	<p>This study sought to explore how hospitality managers teach social skills in the work environment in an effort to define opportunities within the hospitality management curriculum where these tactics can be employed.</p>

Zepeda, M, <u>Cadoso</u> , E, & <u>Jésic</u> to Cortés. (2019). Project-oriented learning for the development of soft skills at the upper middle level of the IPN. Ibero-American Journal for Educational Research and Development.	RIDE. Ibero-American Journal for Educational Research and Development	Education has a fundamental role in the development of a society, educational systems need to be considered your needs and demands, as well as the interests of citizens and the goals that as a country are intended to be achieved. Currently teachers face the challenge of training people who will work in a society characterized by uncertainty, innovation and the circulation of information from the use of technological tools, so it is necessary that the new generations learn to live and function in this context	This study confirms that the AOP encourages learning based on the student, who in turn undertakes the construction of learning knowledge feeling motivated by being the one who makes a proposal or solution to one. real situation, for being the one who discovers some. information that was not within their reach and, more importantly, by discovering skills and attitudes I didn't know.
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Guerra, S. (2019). A panoramic review of soft skills training in University Students. <i>School and Educational Psychology</i> .	School and Educational Psychology	Universities currently assume a fundamental challenge in the construction of society, so they are called to pay special interest in the training of soft skills as an essential part of integral formation.	<p>In this article he indicates that the concept of soft skills differs from that of social skills, because, although they are generally concepts that are usually equated, it is</p> <p>It is important to clarify social skills that are part of soft skills but the latter are additionally made up of skills to learn, analyze, manage time and innovate.</p> <p>Aspects go beyond the skill set that allow interaction with others.</p>
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Aguinaga, S., & Sánchez, S. (2020). Emphasis on the promotion of soft skills in improving learning. Magazine. c identifica of the faculty of humanities.	Scientific journal of the Faculty of Humanities	Various research has highlighted the benefits that soft skills have on learning, as well as the decrease in disruptive behaviors in the classroom; in short, they substantially influence the personal quality of students and the educational quality of EIs.	The various publications on soft skills, from the qualitative, quantitative and mixed level present a deep analysis of the study variables both in theory and in methodology, evidencing the use of techniques and instruments in each of the investigations and whose results determine that the development of soft skills contributes significantly to learning.
Naranjo, A. (2019). The importance of soft skills for university teaching in the current context.	Thought Magazine Academic of the UNIACC University	It is important to recognize the perception that students have about what makes a teacher manage to motivate them and, consequently, achieve significant learning in them, being significant learning, the product of an attitude or what students feel and believe rather than the type of content	In relation to the study carried out and what is proposed in it, the theoretical body was concentrated mainly on the constructivist theory of meaningful learning described by Ausubel, Piaget and Vigotsky from the point of view. communication.

		and information given to them.	
OyarzQ,A., <u>Pi ffaut</u> , K., Ulloa, C.,& Vejar, C. (2019). Strategies used by teachers for the development of soft skills. in students of initial basic education. Obtained from	Universidad de Concepción campus los Angeles school education	The development of soft skills enhances in the individual his integral development, achieving that he can: communicate of correct and effective way, to be part of a group, consider from different points of view.	The study concludes that development of the. Soft skills in conjunction with teaching cognitive skills are very important for an integral formation, where people are able to function in different situations in a competent and effective way
Barron, M. (2018). Skills. soft to improve interaction in the classroom in teachers of the educational institution "Ricardo Palma" of Acopampa, <u>Carhuaz</u> - 2017.	Universidad Cesar Vallejo	Soft skills, is considered as the product of a combination of social skills, communication skills, among others; that enable people to interrelate in and communicate in a more effective and assertive way with others.	Soft skills significantly influence the improvement of interaction in the classroom of teachers of the educational institution "Ricardo Palma" of & Qpampa, 2017, according to the value of p (sig. Bilateral asymptotic) = 0.000 (< 0.05)
Vega, l. (2021). Soft skills and teaching performance in the town center of	Universidad Católica los Ángeles de Chimbote -	Nowadays, people need to be more interactive, this is demonstrated in various	It was found that soft skills are related to personal development by teachers, obtaining a correlation

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ways; that is, digital communication and conventional communication are developed; that is, speaking in a frontal way, in such a way that communication is important in people so it develops a capacity that is communicative interaction; the way to socialize.

value of .862 obtaining a strong positive correlation level. It is concluded that the degree of correlation between the variable and the. dimensions were favorable.

R (2018). Skills. soft and its relationship with the organizational climate of teachers in the educational institution politécnico raíael loayza <u>guevara</u> , Arequipa, 2018.	Universidad Nacional San Agustín de Arequipa	Soft skills are oriented to the development of social, communicative, teamwork, flexibility and adaptability skills; they are basically specific personal skills that establish the strength of being as a negotiating leader, listener, conflict intermediary.	The study managed to verify that not developing "soft" skills is the greatest weakness for students, seeing in the research the coincidences that exist between what students perceive with what is happening outside with companies, coinciding that they lack to develop immediately, their leadership capacity, communication, decision making, emotional intelligence, among other skills that are the most outstanding with the highest percentage at the low level
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Vásquez, L., Vila, D., Tuesta, A (2020). Soft skills and the impact of covid-19 on higher education. Review of Global Management,6(1), 41-49.

Review of Global Management

Higher education must promote among the educational community that makes it up, especially among students, the different alternatives for the expansion of soft skills, with the consequent positive impacts on their future world of work.

In this article, it is highlighted that mental health in students is of paramount importance to. face the post-pandemic and that is maintained through the development of skills. Soft.

<p>Marrero, O., & Mohamed, R. (2018). Soft skills necessary for the integral formation of the university student. Scientific Journal. ECOSCIENCE</p>	<p>The following research provides one. theoretical and reflective compilation about the. importance of skill development. soft during the teaching process, as well as its relationship with hard skills for the achievement of an integral formation.</p>	<p>For the integral development of a person, it is not enough only with the knowledge that can be learned, in addition to this, it is necessary a complement of skills that allow him.</p>	<p>The following research provides one. theoretical and reflective compilation about the. importance of the development of soft skills during the teaching process, as well as their relationship with hard skills for the achievement of a comprehensive training.</p>
<p>Coronado, M. (2019). Soft skills and teaching practice in educational institutions of the RED N° 06, San Juan de Lurigancho - 2019.</p>	<p>Universidad Cesar Vallejo</p>	<p>Social skills today are becoming more important, industries and educators have discovered that these skills play an important role for the development not only of education but also of business.</p>	<p>The theories taken into account for this study were, those of Bandura's social learning and the basic psychosocial model of social skills of 8rgy, te and <u>Kemdom</u> and the. two theoretical models that underlie the teaching practice as it is: the traditional educational model and the educational model of the new school.</p>

Jaramillo, A. (2019). Program for the strengthening of soft skills in the teachers of the las Américas school in Barranca Bermeja.	Universidad Cooperativa de Colombia	Soft skills are those that currently allow to gain a competitive advantage in the labor market, because they seek the strengthening of the human being.	The study indicated that it is something fundamental and it is. know how to develop soft skills in terms of questioning, of creating networks of knowledge, of observing, which are skills. they are not so easy to develop, but there it is. technology can help
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Marrero, O.; <u>Mahomed</u> J. y Xifra, J. (2018). Habilidades Blandas Necesarias para la formación integral del estudiante universitario.	Scientific Journal ECOSCIENCE	The importance of the development of soft skills during the teaching process, as well as their relationship with hard skills for the achievement of a training integral according to the knowledge society, technologies and communication.	The student, upon graduating from higher education and integrating into the workplace, faces a business position that requires a certain technical knowledge or professional skills that allow him to optimally perform his work..
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Discussion

In his study Attakorn et. al (2019) showed that 103 new teachers (men = 43, women = 60) in Khon Kaen Secondary Education Service Area 25, Thailand, most of the new teachers were between 25 and 30 years old (65.54%), bachelor's degrees (94.12), a few higher than bachelor's degree (15.87) and science teaching. The results of the study were reported and clarified that almost of the new teachers at Khon Kaen High School the Educational Service Area had soft skills at a high level. It is possible for these masters to grow and succeed in their works. Therefore, new teachers have Communication Skills and Teamwork Skills that will interact and relate to colleagues and other people in a positive way.

For their part, in the study of Awad et al. (2021) they affirm that it is necessary to improve the emphasis of the module on teamwork skills. Therefore, in the development of their activities they have incorporated tasks on the basic concepts of teamwork in assignments two to five. Therefore, project rubrics have also been developed and for future semesters, it has also been planned to incorporate other measures of evaluation of student learning, which include questionnaires and / or inclusion of questions in the exams. This would provide for a more objective measure of the assessment. By which it has been established to involve the teaching staff with the reinforcement of the soft skills that they need to develop in order to improve and contribute value to their integral formation.

Likewise, Glaveli et al. (2021) their research results revealed that leadership and empowerment are the most widely implemented soft skills practices in primary and secondary education. In addition, participation/involvement, evaluation/recognition systems and rewards and leadership were the elements that contributed to the growth of the teaching staff, where 65% of teachers have chosen to reinforce their soft skills to improve their performance and comprehensive training, which led to their students also improving in all curricular areas and learning.

While Haimi et al. (2018) the results show an overall level that is slightly above the midpoint. It is true that the Ministry of Higher Education is doing its best to integrate various types of soft skills into the formal curriculum in most higher education institutions. However, studying the perceptions of these graduates of Malaysian private universities students about integrating soft skills into their formal curriculum, we found that in general these students were selective in their appreciation of these skills. Therefore, existing strategies within the teaching-learning dyad must be rectified so that soft skills are more successfully integrated into your curriculum.

On the other hand, Kanokorn et al. (2018) in their results showed that new teachers would be able to apply their knowledge, skills, and potential for the construction of innovation. The main soft skills, including communication skills, were necessary to rely on the important soft skills such as verbal and written communication skills that were lacking from the teachers. In addition, thinking skills and problem-solving skills had to be based on their own knowledge and teamwork in order to be used in managing children's learning. If teachers developed on the subject of lifelong learning and information management, they

would be knowledgeable people, and know how to seek knowledge so that it is useful for their own profession efficiently and effectively. However, the supportive environment of the organization and administrators as another key to being the success factor that would help teachers develop soft skills quickly and effectively so that they would work for their profession efficiently in the twenty-first century.

Keow et al. (2018) this study demonstrates that there is the influence of soft leadership skills practices with school improvement. However, previous research has shown that soft leadership skills are just as critical as hard leadership skills, especially in managing employees for organizational excellence. Therefore, a principal must adopt all eight components of soft leadership skills, namely collaboration/teamwork, communication skills, initiatives, leadership ability, personal development/coaching, personal effectiveness/mastery, planning and organization, and presentation skills to aid in school improvement progress. In addition, this study also contributes to the leadership literature in the Malaysian educational context.

Keow et al. (2019) this study showed that teachers have acquired soft skills at 45% and still need to improve their development, since all this will contribute to their teaching performance in order to address the challenges of globalization, the acquisition of soft skills should be highlighted for all educators. This is because the lack of soft skills acquisition can affect the quality of teaching and student performance.

Hashimah et al. (2018) Show in their results that 45% of teachers still do not have the soft skills for which they do not adequately comply with their work performance, in addition to the fact that it is not easy for them to interact with their peers and teamwork is deficient, therefore, a very effective and efficient way to do this is to include training in soft skills in the teaching of hard skills. As a positive side effect, lessons will become more engaging, which in turn will increase the success rate of apprentice teachers so they equipped them well in their workplace later. Soft skills play an important role in shaping an individual's personality by complementing their hard skills. However, overemphasizing it to such an extent should not stain the importance of soft skills, that hard skills, that is, expert knowledge such as pedagogical knowledge, technical teaching strategies, and content knowledge are degraded to secondary importance.

Marrero et al. (2018) shows that 39% of students who study education have not developed their soft skills, therefore it becomes difficult in the future to apply them in the classroom with their students, for which teachers have sought strategies to improve these shortcomings and thus improve their integral training. For their part, university students have values and other types of learning that they have acquired during the development of their career. Likewise, 68% of university teachers do have soft skills that they can transmit to their students in the classroom, and in practice, by which they should be responsible for training future teachers at different levels of education.

Conclusions

By developing the soft skills of teachers in training through the integration of skills into their teaching, teacher trainers in public universities face various challenges. There are large classrooms, limited time to cover negative attitudes of future teachers in the classroom. While teacher trainers realized the importance of soft skills for teachers in training, some found incorporating them into their lectures a daunting task, while others relied on their creativity and pedagogical skills to improve the soft skills of teachers in training. Many researchers must expand the questions in their questionnaires to study the soft skills that are important for teachers in the future. Likewise, a program that provides added value should be developed, using some principle of action research to improve the soft skills of new teachers and compare them with new teachers in another area.

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