



Factors Affecting Acquisition of Soft Skills and the Level of Soft Skills Among University Undergraduates (With Special Reference to Management Students of Rajarata University of Sri Lanka)

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ABSTRACT

Soft skills; defined as skills, abilities and traits that pertain to personality, attitude, and behaviour rather than to formal or technical knowledge (Moss and Tilly, 1996), are very important for graduates in ensuring employability and career development. It has been observed that employers as well as educators frequently complain about lack of soft skills among graduates from tertiary education institutions (Schulz, 2008). Soft skills are identified as one of the highly concerned factors of the employers in Sri Lanka and therefore the challenging need of developing skills is suggested to give prominence in higher education sector (Ariyawansa and Perera, ----). Upon this ground the present study mainly aims at identifying the relationship between level of soft skills prevailing among university students and the factors affecting the acquisition of soft skills with special reference to Rajarata University of Sri Lanka. Data were collected from 300 sample among 1365 study population with regard to both dependent and independent variables by using a five point Likert scale, where data analysis was done through descriptive statistical analysis along with regression analysis. Factors affecting the acquisition of soft skills were identified under six major categories; awareness and preference; impact of society; teaching methods and classroom activities; Observation and self-motivation; infrastructure and technology; University exposure where all the factors show positive impacts on soft skill acquisition. Thus, it is suggested that improving the condition of these factors will make a more favourable ground for skill acquisition with regard to university students.

KEY WORDS: *Soft skills, factors affecting soft skill acquisition.*

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1. Introduction

Soft skills are often known as personal skills, non-academic skills, life skills, interpersonal skills, employability skills, behavioural skills, non-technical skills social skills and emotional intelligence (M.S.Rao, 2013; Rosie Garwood 2012; Lei Han 2014). A set of skills which is addressed in various names as well given various definitions; often confused with the common skillset. Thus to distinct the soft skills it is essential to know about hard skills.

According to Diane H. Parente, John D. Stephan, and Randy C. Brown 2012 Hard skills are academic and technical. Soft skills are the interpersonal and life skills that help people to share their hard skills effectively. Soft skills are the polite and pleasing way of communicating with others to get tasks executed effectively. Soft skills are about how to carry oneself and how to respond to a situation through a positive, right and strong attitude. Hard skills are mostly tangible while soft skills are mostly intangible. Hard skills depend on the type of trade and industry one is in while soft skills depend on the type of people in the industry and the organizational culture.

Further Cristobal Cobo (2013) says hard skills are about knowledge of the subject while soft skills are about personality, attitude and behavioural aspects. Hard skills are easy to identify and can be measured with accuracy while soft skills are tough to identify and cannot be measured with accuracy. Most successful leaders have both hard and soft skills. Soft skills enhance employability, help to build relationships with others, minimize conflict, promote networking and contribute to career success.

People who are book-smart are often good at hard skills but find hard to be good at soft skills says Lawler, Boudreau & Mohrman, 2006. What is written in books can be different from the real world. Some professors and lecturers who are great at hard skills and educate many subordinates tend to fail in corporate world in their own lives because, of the lack of soft skills. But at the same time many corporate leaders, possess soft skills because they interact frequently with other people in the firm, but may lack the requisite hard skills.

Lao Tzu, a Chinese philosopher who lived in the sixth century BC, said that the softest things in the world overcome the hardest things in the world. Soft skills help people to do things successfully. As they reach higher positions they need more soft skills. For example a porter does not need much soft skills, a gardener does not need a lot of soft skills but when it comes to people working in corporates from all levels such as middle managers and top managers need to have a sound level of soft skills. Undergraduate students are more focused in corporate jobs. Hence they are expected to have a good level of soft skills. Since it is a surging area in the current job market Undergraduate students have to possess a sound knowledge in it. Many researchers have addressed on soft skills and its significance in the job market but there are no more illustrations on factors affecting soft skill acquisition. Even the studies available under soft skills are not relating to Sri Lankan context. When soft skills are playing a huge role in career life it is essential to know the factor influencing on it, which will give a root for the people who are lack in it. These reasons did drive to do a research on this topic to ensure the future development of soft skills among Undergraduate students who are looking forward to joining the job market in the near future. The finding of this research will open a path to further evaluation on the stream of soft skills and will help the faculty to find out the level of their student's soft skills and stability in their career.

2. Problem statement

In the current world soft skills are being much appreciated in all fields and levels; especially in the job market. When there is a huge demand for soft skills, awareness on soft skills and the methods to develop them are being lower among adults. As undergraduates are being pushed to the job market directly from universities, they are been expected to have a high level of soft skills. But in the reality researcher noticed a drop fall in the level of soft skills possessed by adults. Therefore researcher decided to analyse this problem among management undergraduates of Rajarata University of Sri Lanka.

Lecturers give more attention to the improvement of the soft skills of the undergraduates as they are aware of job market trends and the importance of soft skills to resist in a job. Thus they create many opportunities to develop their soft skills such as public speaking, group activities, projects presentations etc. but the lecture panel feels, the involvement of the students in the activities is less than it should be. Further they noticed the repetitive participation of few students whereas others stayed back. Lectures try to inject many group assignments which will influence soft skills such as team work, collaboration, communication, negotiation, problem solving etc. But most of the time the projects are done by one or two in the group.

There is a crystal clear view of high absenteeism in the lecture room on a day of pre-informed, class room public speaking or a random presentation. Even though the participation in the classroom speaking tests is high, it is just because the participation affects the final results of the subject. Presentations are given to groups due to time restrictions, often presented by two to three students who are forward to participate. Thus the skill level of the students who often do presentations and the public speaking is higher than the students who are not involved further in lectures observed the interaction and the communication level of students with the lecturers are low than it should be.

The level of employability is low among the well-educated and qualified students in Sri Lanka which is proved by the educated unemployment rate of central bank of Sri Lanka in 2008 and it extends as one out of five in the job market is over qualified for the job market and does not possess needed technical and soft skills.

Wijesingha (2010) says the country has to recognize that education means not just academic learning, but also the development of professional and vocational skills, and the soft skills that will allow these to be used productively. Thus having high level of soft skills is required by the job market and the society as well. Identifying the existing level of soft skills of the students will give a picture where they stand and the factors which affecting the acquisition of people skills will help the undergraduates to improve their level of soft skills further more. Therefore this research tends to identify the factors affecting acquisition of soft skills among the management undergraduate students of Rajarata University of Sri Lanka along with the existing level of soft skills they possess.

3. Objectives of the study

The objectives of the study are to identify the existing level of soft skills possessed by the management under graduate students of Rajarata University of Sri Lanka; to identify the factors affecting acquisition of soft skills of the management under graduate students of Rajarata University of Sri Lanka; to identifying the relationship between the identified factors which influence the acquisition of soft skills and the level of soft skills of the management under graduate students of Rajarata University of Sri Lanka.

4. Review of Literature

4.1. “Soft skills”

Researchers and academic expertise tend to discover the importance and value of the soft skills as the word has the great command in educational and carrier development. Even without knowing the term most people build their soft skills to cater to the demand of job markets and sustain in the competitive market.

It fails to have the one shot definition for soft skills as it possesses a huge value. The term soft skills is explained in various ways by many researchers, since the definition of the concept differs from discipline to discipline, from context to context and possibly also from nation to nation. There are numerous definitions of business and management skills in the literature (Andrews & Higson 2008; Clark 1993; Rainsbury, Rainsbury, Hodges, Burchell & Lay 2002.) ‘Soft skills’ was first referred in 1972, was not widely used until early 1990s although these skills existed in different form. Moss and Tilly define soft skills as: “Skills, abilities, and traits that pertain to personality, attitude and behaviour rather than to formal or technical knowledge.” These are the polite and pleasing presentation of hard skills and essential at every level of organization for smooth and successful functioning. Nowadays, the employers are looking for these skills at the time of interview. Hence, these skills are also known as employability skills.

In other words Penelope Tobin, explain in her paper "Soft Skills: the hard facts" (2008), terms "traits and abilities of attitude and behaviour, rather than of knowledge or technical aptitude", are too often neglected. Further the soft skills are defined as the “interpersonal, human, people or behavioural skills needed to apply technical skills and knowledge in the workplace” (Weber *et al.* 2009:356). The authors emphasize a single point always that the soft skills are the traits, abilities and skills of a person which lead to the success thus it depends on many factors. Recently, educational researchers and employers have placed increasing attention to the importance of soft-skills (Chamorro-Premuzic *et al.*, 2010).

4.2. Soft skills categories

It is observed that different authors refer to different types of soft skills in their studies to define soft skills. Further they use a different set of soft skills to evaluate graduate employability. According to Nyman (2006) there are five types of skills which he included in his study on soft skills of engineers, which are Ambiguity, Relationship building, Decision making, Executive presence and Humour. Weber *et al.* (2009) speaks about 101 very basic level soft skills to measure soft skill competence among entry level managers

in the hospitality sector. Kramer (2011) illustrates that soft skills are used to execute the hard skills and describes soft skills as the professional attitudes that correspond with one's personality and behaviour. They include creativity, communication, problem solving, critical thinking, leadership, and team work.

Ketter (2011) says soft skills are 'must-haves' in future in workplace. Further he identifies key soft skill types which will help an individual to be successful in their work place as, social intelligence, collaboration, communication, listening, and novel and adaptive thinking. Balaji and Somashekar (2009) in their study on 'comparative study of soft skills among engineers', identified 14 soft skills necessary for being successful in both their career and personal life. They are leadership, team work, interpersonal, problem solving, creativity/innovation, written communication, oral communication, flexibility, presentation, continuous learning, futuristic thinking, decision making, self-management and listening. The need of soft skills in each job depends on the nature and the culture of the job and the organization an individual looking to work (Ketter, 2011).

Hence looking at all the illustrations and the classifications of the professionals and researchers the recent definition and classification of Lei Han (2014) on soft skills comprises all the soft skills expected by the employers and the society. Those are, hard, work Attitude, People skills, Professionalism and Self-management skills. Self-Management Skills address the way to perceive themselves and others, manage personal emotions, and react to adverse situations. A person with a strong inner excellence can have a strong mental and emotional foundation to succeed in their career. **Self-management skills** basically include self-control and self-monitoring. When it comes to behaviours, a person observes action and behaviours and avoids certain behaviours. Self-management skills are required as they direct the individuals in a correct path without any external observations of seniors. An individual with higher Self-Management Skills will handle himself in a good manner which will increase the productivity. Meanwhile having a higher level of Self-Management Skills will help to prevent and reduce the conflicts and misunderstandings. An individual who is more concerned about Self-Management Skills will enrich the society by way of improving himself. Thus there are ten main Self-Management Skills that have been identified by the researcher which will enrich the productivity and the well-being those are, growth Oriented Mind-Set; Self-Awareness; Patience; Self-Confidence / Self-Esteem; Resilience; Emotion Regulation; Perceptiveness; Stress Management; Persistence; Skills To Forgive And Forget.

People skill is often known as the ability to communicate effectively with people in a friendly way, especially in business. According to the Portland Business Journal, **people skills** are described as understanding themselves and moderating their responses; talking effectively and empathizing accurately; building relationships of trust, respect and productive interactions. People Skills address how to best interact and work with others, from which they can build meaningful work relationships, influence others perception of individuals and their work, and motivate their actions. People skill can be further divided into Conventional and Tribal. Conventional skills are skills that appears in most job descriptions. This is the base of evaluation in any point of work place. There are many conventional skills, commonly used skill set is Communication Skills; Management Skills; Teamwork Skills; Interpersonal Relationship Skills; Presentation Skills; Meeting Management Skills; Facilitating Skills; Selling Skills; Leadership Skills; Mentoring / Coaching Skills; Managing Upwards; Self-Promotion Skills; Skills In Dealing With Difficult Personalities; Skills In Dealing With Difficult/Unexpected Situations; Savvy In Handling Office Politics; Influence / Persuasion; Negotiation Skills; and Networking Skills

4.3. Importance of Soft skills

The nature of management and business world has changed dramatically from the last decade, largely because of globalization, technological advancements and changes in the economic landscape, which is the concentration of market power in large pension and mutual funds (Albrecht & Sack 2000). The ever-increasing numbers of people travelling and seeking employment internationally (Andrews & Higson 2008), the exponential growth in the number of international business alliances and cross border recruitment of talent have made the competitive landscape of businesses global. This global marketplace, with the complexity and ambiguity of a high complement of multinational key role players and stakeholders, requires a new set of aptitudes (knowledge, skills, abilities and attributes) to perform at the level required of global managers (Caligiuri & DiSanto 2001; Caligiuri 2006; Gupta & Govindarajan 2002; Stroh & Caligiuri 1998a, 1998b). The scale of competitiveness in the graduate recruitment market is therefore burgeoning and will probably continue to do so because of the increased mobility of graduates who are willing and able to go wherever the best opportunities are (Andrews & Higson 2008).

Many authors valued the fact that the relevance of any development intervention should be determined by an assessment of requirements needed for the job, these requisite competencies include skills, abilities and

behaviours in other words soft skills that will enable the incumbent to perform the job (Schippmann *et al.* 2000). Gullivan, Truex and Kvasny (2003) analysed the skill requirements mentioned in online vacancy advertisements for accounting and MIS professionals and found that 26% of all skills mentioned were soft skills.

In addition, today's complex marketplace compels, managers, accounting professionals (specifically auditors and financial consultants) and university students to work and perform in adaptive environments of multidisciplinary and cross-functional teams. Teams are often quickly formed and involve internal and external role players of diverse cultural backgrounds, levels of expertise and perspectives of the project or expected outcome. In these complex circumstances, soft skills and a well-honed set of professional traits and attributes, such as tolerance of ambiguities, cultural acceptance, self-confidence, creative thinking skills and ability to give and receive feedback, are crucial to achieve overall success. In these projects, managers and accounting professionals are expected to act either as team members or as team or sub team leaders, or both. Unfortunately, some graduates and highly technically skilled accounting professionals have been found to be lacking in these interpersonal skills (Riley, Horman, & Messner 2008).

4.4. Factors affecting soft skills acquisition

A second stream of research regarding managerial skills focuses on determining the mechanisms best suited to enable managers or management students to acquire, or learn, the necessary soft skills. Kolb (1984) pointed out four mechanisms that describe how individuals learn skills. Those are: concrete experience, reflective observation, abstract conceptualization, and active experimentation.

Aricia E. Lafrance says in an article about soft skills as "Because soft skills are developed over time, it is important for teachers, counsellors, and parents to work together to help students acquire these skills early. Through modelling, the use of puzzles, books, and other resources, students can learn soft skills. The easiest and most valuable way to instil these skills is to model them. When students see their parents, counsellors, teachers and other adults demonstrate these skills they not only understand the value and feel inspired to adopt them, they see how and when to apply them." This emphasises that the skills are acquired and developed by observations. Further she says that individuals should be given some work to them to practice and learn thing, which is about experience.

Further Dennis E. Coates (2006) says as individuals learn how to deal with relationships and other life challenges "on the street" at a very early age. They observe how the people around them do things, they experiment, and they stick with what works for them. In which way he emphasises on the observation is a factor that influences the acquisition of soft skills. Along with that, in the same article "People skill training: are you getting the return on your investment, with an environment of support, encouragement and reinforcement, an organization can achieve the desired return on a considerable investment in people skills training. This emphasises that the external factors such as infrastructures, motivation and the internal factors such as willingness or preference do play a major role in soft skill acquisition.

If designed properly, simulated/experiential methods may provide opportunities for students to acquire "soft" management skills as well. In a simulated teamwork environment, students can experience group processes and often have the opportunity to experiment with new behaviours in a team setting (Teach and Govahi, 1993). In addition, team environments can highlight the need for better communication and team cohesion to improve decision-making processes (Aquino and Reed, 1998). Such improved decision-making has been shown to lead to better performance of teams and firms (Aquino and Reed, 1998; Michalisinet al., 2004a). Thus, a well-structured experiential environment can build participants' skill sets over time in much the same way as real-world work experiences do (Elmuti, 2004; Whetten and Clark, 1996). Hirsch and Collins (1983), say that "a study stream improvement in the quality of communication skills". Whereby they say that continues writing practices improves the communication skills.

M.S.Rao (2013) says, that the soft skills are learned and acquired through studying others, observation, teaching, training, experience, interactions, evaluation and feedbacks. Rosie Garwood (2012), also says that to make the training a priority to develop soft skills. She adds further that self-awareness and delegation will enhances a person's level of soft skills. R de Villiers, 2010, mentions in his research, the incorporation of soft skills into accounting curricula: preparing accounting graduates for their unpredictable futures, faculties should design the syllabus to facilitate the students to acquire and develop soft skills. He further says that Strategy, Using team experiences, Interdisciplinary multi teams, Using assessments, Cooperative learning, internships and significant placemen, Real-life application: role play, simulations and case studies, Intercultural collaboration – exchange programmes and online collaboration,

sing online support and methodologies – becoming IT wise will help to develop the level of soft skills of the under graduates.

5. Research methodology

The study was carried out with two main variables; independent variable as factors affecting soft skill acquisition and dependent variable as the level of soft skills of the undergraduates. Based on the review of literature dimensions of the independent variable were identified as awareness and preference; impact of society; teaching methods and classroom activities; Observation and self-motivation; infrastructure and technology; University exposure. Apart from these factors it was attempted to check the influence of some general and personal factors of each individual, mentioned in various studies on their level of soft skills which are, The place of origin; School attended; Family members – the number of family members; Parents educational qualification; Parents profession; Family structure; Religion; Accommodation in the university. Accordingly 17 soft skills under people skills and 10 skills under self-management skills were identified as the dimension of dependent variable based on the review of literature. A questionnaire was designed incorporating the elements of these dimensions based on Likert scale where the statements were ranked from 1 to 5 which expressed strongly disagree to strongly agree accordingly, and distributed among the sample.

Population of the study consists of under graduates of the management faculty of Rajarata University of Sri Lanka, which comprises 1365 undergraduates. A sample of 300 undergraduates was examined based on simple random method. The sample consists of 70 students from first year, 85 students from second year, 84 students from third year and 61 from final year on a proportionate method.

The data collected from a self-administered questionnaire was processed through SPSS to arrive at the results of the research. A regression analysis method was used to identify the relationship between the factors affecting acquisition of soft skills and the existing level of soft skills. Mean value of dependent variable was used to identify the existing level of soft skills possessed by the management under graduates.

Cronbach alpha figure of the data set used is 0.906. It shows that data is reliable, where the value for Cronbach alpha is more than 7. The data collected from the respondents are reliable to carry out an analysis according to scholars.

Various other softwares such as Microsoft excel were used to compare the level of soft skills according to the demographic factors. Further an ANOVA test was undertaken to check whether there is any possibility that the background and the general factors have any impact on the acquisition of soft skills. A compared mean test was under taken to identify the level of impact on the factors identified. Finally a regression analysis was under taken to check the impact and the influence of each factor on acquisition of soft skills.

6. Results and discussions

According to the results derived from SPSS the level of soft skills was spread equally among the soft skill categories. All essential twenty seven soft skills were having more than 3 point which indicates that each soft skill is possessed equally. In all the soft skills, handling office politics and ability to influence others and getting the work done is comparatively low than all other soft skills, of which mean values are accordingly 3.25 and 2.26.

The level of soft skills possessed varies from male to female. Some soft skills such as, self-confidence, handle and control emotions, understanding unspoken words looking at situations, managing themselves at any situation, forget and forgive people, influencing people and getting the work done, presentations and public speaking skills, managing meetings, arranging events and coordinating resources, ability to make others agree with their opinions, ability to coach and direct others, maintain good relationship with higher officers, handling different personalities, ability to deal difficult and unexpected situations, handling office politics, ability to influence others and get work done, negotiation skills, making network between people, self-promoting skills have been possessed more by male than female. This is more than a half of the soft skills that is expected by the job market.

Female undergraduates are good in growth oriented mind set, self-awareness, ability to overcome from worst situations, ability to maintain same energy towards any work at any given time, communication skills, and team work. Both male and female under graduates possess more or less equal level of patience and ability to lead any events. All age group has a good level of soft skills. At the same time it has a

progressive increase according to their age. 1st year students and the 4th year students possess high level of soft skills.

Mean value of each factor category classified by the researcher was evaluated to check the impact on acquiring soft skills. Each factor category has equal level of impact on acquiring the skills. Awareness and preference, influence of society and observation and self-motivation rank are equal and high around 3.8 in influencing the soft skill acquisition. A correlation test was done for all factors individually to check the relationship between the factors and the level of soft skills. Preferences, Impact of the society towards soft skill based activities have a weak but a positive relationship on acquiring soft skills. Teaching methods and classroom activities, observation and self-motivation, infrastructure and technology, university exposure have a moderate positive relationship on acquisition of soft skills. From the evaluations level of impact and the relationship of each factors which influences acquisition of soft skills were found as follows,

- Level of soft skills = $2.612 + (0.263 \times \text{Awareness and preference})$
- Level of soft skills = $2.866 + (0.218 \times \text{Impact of the society})$
- Level of soft skills = $1.891 + (0.428 \times \text{Teaching methods and classroom activities})$
- Level of soft skills = $2.205 + (0.368 \times \text{Observation and self-motivation})$
- Level of soft skills = $2.211 + (0.418 \times \text{Infrastructure and technology})$
- Level of soft skills = $2.306 + (0.397 \times \text{University exposure})$

To check the impact of general factors on the level of soft skills, each factor was evaluated individually, and was done an ANOVA test was done individually. Students from village council possess comparatively higher level of soft skills than urban and municipal council. Students from Mahavidyalaya possess a higher level of skills compared to central and national schools. Students from the large families which consists more members have higher level of soft skills whereas the students from small families possess lower level of soft skills. Parents' education level and profession has a significant impact on the students' level of soft skills. Further the ANOVA test for the religion on the level of soft skills shows a significant impact on which future assessments will be allowed. University accommodation of students does not have any significant impact on soft skill acquisition.

7. Conclusion and recommendations

When analysing the level of soft skills of the undergraduates, researcher has found that the overall level is moderate looking at all twenty seven soft skills. All undergraduates' possess over the moderate rate in all soft skills. The variation among the level of soft skills is lower than expected. When analysing the soft skills according to the gender, researcher expected that the level of some soft skills such as communication, making networks etc. may vary within gender in a significant level. Whereas the results says that the level of all soft skills have some variation among gender. Some of the soft skills are high among the male compared to female. In the mean time some soft skills are high within the female compared to male students. Even though there is fluctuation the change between genders is not much significant. The level of soft skill varies in a comparatively low rate within the moderate range.

When it comes to age, each academic year contains various aged students. Thus the researcher has analysed the level of soft skills according to the age as well. Before doing the analysis part the researcher assumed that the level of soft skill may increase as they grow. As the researchers assumption the result also gave the same result. That is the level of soft skills that increases as people grow older.

The level of soft skills was analysed based on the academic year as well. The researcher expected that the level of soft skills may increase according to the year vis versa. But the results were quite different from expected. Three consecutive years have the expected result starting from second year. But the level of soft skills of the first year students are comparatively high than the second year and the third year students. This should but the result of exposure the new students have before they enter the university. However this cannot be predicted exactly as each academic year contains different aged students.

The researcher has identified the awareness and the preference as the first factor which has nine sub factors which may have impact on soft skill acquisition. The analysis conforms that the awareness and the preference has a positive but a low impact on soft skill acquisition. The second factor consists of five sub factors which relates to impact of the society. This too has a positive but a low impact for soft skill acquisition. Thirdly the teaching methods and the classroom activities which contains eleven sub factors have a moderate and a positive relationship. The next factor which is the observation and self-motivation has a moderate and a positive relationship with soft skill acquisition. This contains seven sub factors.

The infrastructure and the technology which contains seven sub factors has a moderate and a positive relationship on soft skill acquisition. The last factor which is university exposure contains four sub factors and has a moderate and positive relationship. Thus expected and predicted, all the factors identified have a positive relationship with soft skill acquisition. Further the researcher has evaluated the general factors as well, considering they might also have some impact on the level of soft skills. Thus a persons' family background, and the basic facts were analysed to check the relationship with soft skill acquisition. Researcher analysed nearly ten basic factor and background factors in which only two factors do not have any major impact on soft skill acquisition. Thus the other factors also can be considered as they have some impact on soft skill acquisition.

There are many researches on the field of soft skills, which are about employability, necessity of soft skills and hard skills. But there are no more researches about the factors affecting soft skill acquisition. Knowing about soft skills will not be useful without the scope and the tools to improve them. Thus this is a very good area to do further study.

Since this is about the relationship between the factors which effect the knowledge and skills, there are many unaddressed factors that can influence the acquisition. Apart from the factors predicted by early studies, researcher has imitated the general factors also as factors which may have impact. Therefore the future studies can include them also as a factor which influences soft skill acquisition. Factors that are affecting acquisition of soft skills can be identified in many ways. Which is a scope for further studies. Soft skills are required in the current world and the most important part is that it is being an evaluation tool in many organizations. So many philosophers are now into the topic of soft skills as it is evolving among the corporate world. Soft skills and other skills are bonded and learned throughout a humans' life span. Thus identification of the main factors will be necessary to improve them. Therefor doing a study on this field in future is needed.

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