

Globalised Job Market Accessibility Of The Fresh Graduates With The Leadership Development Soft Skills Training Program

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Abstract: *The emerging expectations of the employers from the fresh graduates in the globalised job-market has increased the challenges of higher education institutions to focus on providing holistic education blended with academic skills and leadership soft skills training to increase their accessibility to job market. Many educationists, experts are contributing numerous leadership development modules in response to these challenges. This research work is proposing a simple and innovative leadership development soft skills training program module developed based on available literature along with the adaptation of Gagne's nine-steps event, along with Bloom's revised taxonomy of educational objectives for implementing the intervention. The independent samples t test method was used to study the effect of leadership development soft skill training program. Due to the training intervention, the result showed increased awareness level of leadership development soft skills required in the present working environment involving employees hailing from varied cultures, and regions.*

Keywords: *Globalised job-market, holistic education, Blooms revised taxonomy, leadership soft skills.*

1. INTRODUCTION

The advancement of science and technology, in the context of globalisation has been challenging all the human activities including education. In the recent decades, soft skills have been gaining prominence as vital for 21st century job performance. Soft skills have provided a new and effective perspective leadership for the successful current and future performance at the globalised workplace. The soft skills have enhanced the leadership qualities with personal skills required to be employed to build and sustain positive relationships among the employees. The present working environment has changed from hierarchical leadership style to a soft leadership style that promotes teamwork with collaboration and positive communication with subordinates (Majed, 2019). In the present global context of working environment, the significant role of soft skills in ensuring employability (Abdullah et al., 2019), to the graduates needs to be identified and make learning possible, as there exists a positive correlation between the soft skills like leadership, teamwork and communication skills and graduates employability. The study of (Rybakova et

al., 2019), stresses the need for developing leadership competencies related to personality areas along with their technical competency, while, the exploratory study of (Tem et al., 2020) , examines the importance of soft skills development for the entrepreneurial capability. A clear schism exists between academic qualification of graduates and the raising demands of the employers expecting the graduates to be equipped with employability skills in the form of soft skills. The higher education institutions are required to bridge the chasm between the skills provided and skills required, transforming higher education as a holistic education, developing the body, mind, and spirit of undergraduate students. The main objective of the study of (Assan, J. Nalutaaya, V., 2018), focuses on current soft skills training program offered to university students with an intention of enhancing the ability of the participants to obtain employment. The study indicated that awareness of soft skills gave an added edge to the individual students for employment in comparison with students without soft skills knowledge. In this regard higher educational institutions require to develop practical approach in training the students with soft skill to increase their level of employment.

1.2 Review of Literature

In the recent years higher education institutions are attempting to examine the effect of leadership education program for higher education students. The leadership education program (Cansoy, 2017) proved to be effective in the context of job-seeking fresh graduates. The soft skills provided at the higher education institutions level should be updated corresponding to the changing requirements of the employers, failing which the soft skills provided to the undergraduates will be lower than the expectations of the employers (Balcar et al., 2018). The research studies on the development of soft skills in the higher education focuses on the importance of soft skills development to increase its awareness (Ummatqul Qizi, 2020), as academic skills alone fail to create job opportunities to the fresh graduates. The higher education institutions are required to blend soft skills along with hard skills to cater to the future requirements of the students. The blending life skills education with academic education will develop personal and social competency of the students with teamwork, communication, leadership, time management, decision-making, and problem-solving skills (Nair & Fahimirad, 2019). Even social work graduate students required to develop leadership skills comprising communication skills, critical thinking, problem solving and so on to have an edge over others in the job market. The findings of the study indicated the leadership skills of the social work students (Horishna et al., 2019) were lower than the average level, which needs to be improved through formal or informal learning activities. The quality education of universities, with soft skills teaching will produce graduates to have an edge over others in the job market based on competitive job market (Hazman et al., 2020). The students possess the ability to respond to their future job requirements following the training to improve their efficiency, with knowledge, attitudes, and skills (Hang & Huan, 2020). The constant skill gap between skills provided and skills required has been impacting youth unemployment, reduction in labour skills mismatch (Succi & Wieandt, 2019) that needs to be filled. The soft skills of the undergraduates must be assessed and improved in the context of job selection process. The research work of (Siddiky, 2020), analysed soft skills development among the university students through their participation in co-curricular activities based on gender. Even though there is unanimity of researchers and experts related to leadership soft skills development to the undergraduate students, there is no uniformity on the training methods to be adopted. In the present global context of working environment, the significant role of soft skills in ensuring employability to the graduates needs to be identified and make learning possible. The quantitative research design study investigated the effects of

three soft skills, namely, leadership, teamwork, and communication skills on graduate's employability. The findings of the study showed a positive correlation between the soft skills and graduates employability (Abdullah et al., 2019). The exploratory study of (Tem et al., 2020), examines the importance of soft skills development for the entrepreneurial capability. In the ever-changing circumstances of globalisation, the requirement of soft skills like communication, leadership, teamwork, time management, work ethics, adaptability have become increasingly demanded soft skills to be successful at workplace along with technical skills. The soft skills enhance the professional outlook of the employees. The study of (Afroze et al., 2019), analyses the need for soft skills for graduates and the findings show the impact of soft skills for new graduates in getting employment. The awareness and knowledge about soft skill increases the leadership skills of undergraduate students.

1.3 Background of the study

The current scenario at job market wants fresh graduates qualified academically to be endowed with soft skills suitable to the working environment comprising people from different cultures, regions, and languages. In the ever-changing circumstances of globalisation, the requirement of soft skills like communication, leadership, teamwork, time management, work ethics, adaptability have become increasingly demanded soft skills to be successful at workplace along with technical skills. The research survey of (Grugulis, I., 2005), indicated a change in the demands of the employers from the traditional technical skills to soft skills such as personal attributes, emotions and orientations to work. The soft skills enhances the professional outlook of the employees (Pandey & Shukla, 2020). The explorative study of (Succi, C., Wieandt, M., 2019), study discusses the issues related to the importance of soft skills in the context of competitive job market, lack of training by the academic institutions on soft skills, and development of soft skills. The study implied that lack of development of soft skills among the graduates despite rising importance in the job market and suggested that soft skills of the graduates to be developed to fill the gap. Moss & Tilly define soft skills as, "Skills, abilities, and traits that pertain to personality, attitude, and behaviour rather than to formal or technical knowledge." (M.S. Rao, 2012). The research of (Rainsbury et al. 2002; Kantrowitz 2005) emphasises soft skills as the interpersonal, human, people or behavioural skills required to apply technical skills and knowledge in the workplace. The raising demands of the employers in the 21st century globalised job market expects fresh graduates endowed with transferable soft skills along with their hard skills (Guilgoyal, 2008). The research study of (Robels, 2012), presents soft skills as character traits that improves the communication, work efficiency and career sustainability. The soft skills are unique as they are not technical or tangible or measurable like hard skills and they are developed through our approach to the daily life situations at the workplace. A combined study of (Mitchell, Geana W., Skinner, Leane B. and White, Bonnie J., 2010), determined the significance and impact of soft skills towards the success of employees in the context of 21st century. The soft skills boost individuals to relate with leadership qualities of teamwork, goal setting, decision making, time management, problem solving, work ethics, communication skills, emotional intelligence, flexibility. The digital literacy skills help to be successful at the digitalised working environment. The globalised nature of working environment has made the employers of MNC, ITC and BPOs to raise their expectations from the fresh graduates. The fresh graduates with soft skills are preferred over others in the job recruitment process.

1.4 Objectives

1. To prepare, develop and validate a Leadership soft skills awareness questionnaire to find out the leadership soft skills awareness level among undergraduate students of experimental group and control group.
2. To find out the leadership soft skills awareness level among undergraduate students through pre-test before and after the intervention.
3. To design and validate a leadership development soft skills training program (LDSSTP) module to teach leadership soft skills to the undergraduate students.
4. To find out the significant mean score difference between the pre-test and post-test scores of experimental group and control group.
5. To find out the impact of demographic variables such as, gender, age, year of study, locality of undergraduate students.

1.5 Research Question:

What is the effect of Leadership development soft skills training program model in enhancing the soft skills awareness level on the undergraduate?

1.6 Hypothesis

H₀ 1: There is no significant mean score differences between the experimental group and control group of undergraduate students before the intervention of Leadership development soft skills training program.

H₀ 2: There is no significant mean score differences between the experimental group and control group of undergraduate students after the intervention of Leadership development soft skills training program.

2. METHODOLOGY

2.1 Participants

This research study included total of 80 undergraduate students selected using simple random sampling method from second and third year of graduation. The research study selected 80 students through simple random selection and divided them equally into two groups as control group and experimental group. The study included the students who were homogenous with regard to certain demographic dimensions such as age, gender, educational qualification, location of students. The permission was sought from the principal of SAC degree college to select the students to conduct the experiment.

2.2 Leadership development soft skills training program model

The Leadership development soft skills module (LDSSTP) adopted lecture method with audio-video and group discussion method as two teaching methods to teach leadership development soft skills. Though Lecture method is considered as a teacher centric method, the addition of audio-video power-point presentation to the lecture made it creative and effective teaching-learning method. While the research of (ValbonaBalliu, MimozaBelshi, 2017), showed that lecture method transmits education through direct lecturing keeping teacher at the centre of teaching learning process. The study of (Haviz, M., & Maris, I., 2018), explains that much criticised lecture method is still widely used by the teachers. Lecture method makes the students passive learners, and so suggested to add discussion to lecture method. The research findings of (Biney, Isaac. K., 2018), explains that lecture method dominates the teaching learning process in higher education institutions even

though it is criticised for its weaknesses. The study explores the effectiveness of the role of discussion method in improving the process of teaching and learning process. The discussion method being democratic in nature makes inclusive and participatory learning possible by transforming the learners as critical thinkers, creating equal opportunities for all students. The research of (Sudarmika, P., Santyasa, I. W., & Divayana, D. G. H., 2020), regards group discussion method as an effective collaborative learning with co-operative learning approach related to social interactions, group dynamics, learning and learning processes which accommodate individual differences, social, academic, and interpersonal development of students.

The leadership development soft skills training program module prepared following the discussion with research supervisor comprises of seven phases of teaching method, namely, Introduction, updating the topic with review of literature followed by formulation of objectives, lecture with audio-video PPT, learning activities including group discussion, assessment to know the learning outcome, feedback, conclusion with summarising the main points related to employability. Each of the LSSDP module units related to leadership enhancing soft skills have the following teaching/training procedures with 7 phases:

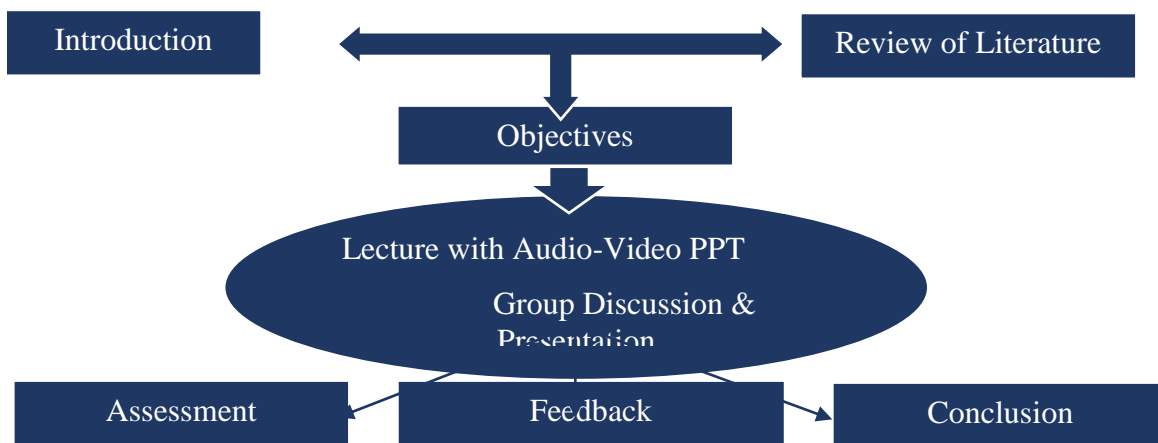


Fig.1 LDSSTP module for teaching leadership with soft skills

- a) **Introduction:** The teacher/facilitator introduces the topic to the students with some general questions, comments, examples to draw the attention of the students. The teacher/facilitator also questions the students/learners about the topic of the unit to know about their previous knowledge and awareness.
- b) **Updating the topic with review of literature followed by formulation of objectives:** The teacher/facilitator further deepens the awareness and knowledge about the topic based on literature review and the significance of the topic in the present context. In this phase the updated development of the topic will be explored to enhance the theoretical background and knowledge related to the topic.
- c) **Lecture with audio-video PPT:** This is one of the major phases of the teaching/training phase as the teacher/facilitator will be clearly explaining the concerned unit of LDSSPT module with audio-video PPT presentation. At the end of the presentation there will be Question & Answer session helping the students to seek clarifications and to question the students to find out their understanding level.
- d) **Learning activities including group discussion:** This is the most important phase as this phase includes learning activity through group discussion. The students/learners are

divided into five groups with 8 students each. The groups will be given questions based on the learning objectives of the module. The duration of group discussion will be 30 minutes following which the representative of each group will be presenting the outcome of their discussion.

- e) **Assessment to know the learning outcome:** The teacher/facilitator will evaluate the learning outcome of the students/learners with systematic formative assessment using digital media. The evaluation and assessment phase clearly indicates the learning outcome of the students/learners on LSSDPT module unit.
- f) **Feedback:** In order to enhance the awareness and knowledge level of the students, the teacher/facilitator asks for the feedback from them, and facilitator shares his/her feedback on participation, interest, enthusiasm aspects of the learners in the learning phases of LDSSTP module unit.
- g) **Conclusion with summarising the main points:** The Teacher/Facilitator ends each of the LDSSTP module with summarising the key points of the unit, motivating, encouraging the students/learners about their future life personally and professionally in the context of employability opportunities in the present context of globalisation.

This Leadership soft skills development module design has been prepared adapting the nine-steps event along with Bloom's revised taxonomy of educational objectives (Gagne, R. M., et al, 2005; Anderson, L.W., & Krathwohl, D.R., 2001; Wilson, L.O., 2016). This teaching module was finalised with modifications following feedback from research supervisor and experts. A pilot study was conducted on 30 undergraduate students following the face validity and content validity to this module given by experts. This leadership soft skills development module included 15 leadership soft skills as part of this module. They are leadership styles, professional communication, time management, professional ethics, presentation skill, digital literacy skill, emotional intelligence, teamwork, goal setting, decision making, problem solving, employability skill, creativity, interpersonal and human resource relations. The leadership soft skills awareness questionnaire had 45 questions with five equal interval rating scale, was used for conducting pre-test and post-test.

The research study of (Ali & Mahmud, 2017), used Work-based learning (WBL) method to improve the soft skills of graduates. This quantitative research survey used questionnaire as the instrument to collect the data from participants from 5 community colleges. The findings of the study revealed that the level of soft skills like communication skills, problem-solving skills, learning - information management skills, profession related ethnics skills and leadership skills among the students was high. The qualitative research study of (Sri Suryanti & Supeni, 2019), attempts, to develop soft skills of the students through Problem-Based Learning (PBL) method. The finding of the study showed that PBL course in education can improve the soft skills of the students consisting of self-awareness, trust, adaptability, critical thinking, organizational awareness, attitude, initiative, empathy, integrity, self-control, leadership, problem-solving, risk-taking, and Time management to make them superior HR. The qualitative research study of (Shobron et al., 2020), using interview for the data collection concludes that students soft skills can be developed by seven methods such as Qualitative approach, data collection through interview, conducting, training, assignment, habituation, escorting, rehearsal and approaching with three approaches like human approach, program approach, and ideological approach. The implementation of Gontor's UNIDA soft skills development methods included independence, strong leadership, a supportive environment, building cooperation with various institutions, and good student motivation.

2.3 Research instruments

This study conducted independent samples t - test to assess the effect of the intervention of LDSSTP employing pre-test before the intervention and post-test after the intervention of LDSSTP. Soft skills awareness level of undergraduate students was measured utilising Leadership soft skills awareness level scale, prepared with the consultation of the experts. The soft skills awareness measurement level scale had five points ratings from lowest to the highest (1-5) on 45 questions with three dimensions on each of the 15-leadership development soft skills items, having the Cronbach's Alpha (0.947) reliability statistics (Table 1). The three dimensions on each of the unit of LDSSTP module included, (a) meaning and significance, (b) main barriers and (c) main steps in developing the soft skill. The five-point Likert scale with equal intervals was used to find out the level of leadership development soft skills among the undergraduate students. The five -point Likert Scale is considered as interval scale and the means is very significant. The means from 1 to 1.80 is lowest level, from 1.81 to 2.60 is lower level, 2.61 to 3.40 is moderate level and from 3.41 to 4.20 is higher level and 4.21 to 5.00 represents highest level. The average score of five-point interval scale is 3.00. The experiment group of 40 UG students alone were exposed to the training period duration of 15 days with 20 hours, while the control group had regular traditional method of teaching.

3. RESULT

3.1 Sample Characteristics

A Kolmogorov-Smirnov and Shapiro-Wilk test ($p > 0.05$) and visually inspection of their histogram indicated that the leadership development soft skills awareness level scores were approximately normally distributed for both experiment and control groups, with a skewness of

0.91176 (SE=0.374) and a Kurtosis 1.2219 (SE= 0.733) for the experiment group, and a skewness of 1.04 (SE=0.374), Kurtosis of 1.22 (SE=.733) for the control group Table (Table 2).

Table

3.2 Independent Samples t-test

The Independent samples t-test was conducted on the data collected from both the groups to compare the mean scores of control group and experimental group (Table 3) . The mean values of leadership development soft skills awareness level were drawn individually for the control group and experimental group before and after the intervention.

3.2.1 Pre-Test on Leadership Development Soft Skills awareness level

Pre-test test was conducted simultaneously on both experiment group and control group students to find out the present knowledge and awareness level of the participants before the intervention of leadership development soft skills training program as displayed in table....

Moreover, the mean scores of experimental group and control group had no significant difference before the intervention (Table 4).

3.2.2 Post-Test on Leadership Development Soft Skills awareness level

The experiment group of students alone were exposed to the intervention of leadership development soft skills training program, while control group had regular classes with traditional method. The independent sample *t* test was conducted on both the groups after the intervention and the mean scores of experimental group and control group had significant difference in the mean scores after the intervention (Table 5).

After the intervention in the statistical analysis, the experimental group (N=40) was associated with leadership development soft skills awareness level, $M = 193.73$ ($SD = 11.052$), by comparison, the control group (N=40), was associated with a numerically smaller leadership qualities soft skill awareness level $M=94.08$ ($SD=13.680$). To test the hypothesis that the experimental group and control group were associated with statistically significantly different mean leadership qualities soft skill awareness level, an independent samples *t*-test was conducted. as can be seen from table 5.

Along with this, as shown in table 6, the assumption of homogeneity of variances was tested and satisfied through Leven's *F* test, $F(78)=3.281$, $P = 0.074$. The independent samples *t*-test was associated with a statistically significant effect, $t(78)= 35.836$, $p = <.001$. Thus, the experimental group was associated with a statistically significantly higher mean scores on leadership development soft skills awareness level, than the control group students. Cohen's *d* was estimated at 8.013 which is a larger effect based on his (Cohen, J. 1992) guidelines (Table 7).

4. DISCUSSION

The result of this research study infers the fact that an effective leadership development soft skills training program provides a reliable solution to the lack of leadership qualities with soft skills among the undergraduate students required for improving the fresh graduate students access to globalised job market. The impact and role of Soft skills (Vinay Kumar Pandey & Sarika Shukla, 2020) consisting of common sense, cooperation and team skills, intrapersonal skills, time management skill, problem solving skill, adaptability, work ethics, the present context of employment are to be valued and possessed. The need and significance of soft skills will advance the personal and professional development of fresh graduates. The findings of research studies of (Hazman et al., 2020; Hang & Huan 2020; Succi & Wieandt, 2019) subscribe to the impactful role played by the leadership development soft skills in increasing the employability of the fresh graduates. Leadership qualities demanded in the context of globalised job market necessitates fresh graduates to possess the soft skills to work with others in a team with proper communication and emotional balance to achieve success in reaching the goals of firms.

The result of the study empirically proves that there is no significant mean score difference in the pre-test scores between the control group and experimental group, whereas there is significant mean score difference in the post-test scores between the control group and experimental group. Therefore, based on this results, the null hypothesis 01, stating, there is no significant mean score differences between the experimental group and control group of undergraduate students before the intervention of Leadership development soft skills training program is accepted, while, we reject the null hypothesis 02, stating, there is no significant mean score differences between the experimental group and control group of undergraduate students after the intervention of Leadership development soft skills training program.

In addition to this, Table 06, provides statistical data on each of the 15 items of the assessment tool separately proving the impact of leadership development soft skill training program intervention on experimental group of UG students. The mean scores of experimental group of UG students were much higher in relation to leadership styles, professional communication, time management, professional ethics, presentation skill, digital literacy skill, emotional intelligence, teamwork, goal setting, decision making, problem solving, employability skill, creativity, interpersonal and human resource relations than the control group of UG students, indicating the effect of the intervention of leadership development soft skills training program provided through LDSSTP module. Since there was normality of distribution and homogeneity of UG students of control group (N=40) and experimental group (N=40), based on Leven's test of homogeneity, the statistically significant difference between these two groups can be attributed only to the intervention of leadership development soft skills training provided to the experimental group UG students. This research study indicates clearly that leadership development soft skills training program will be assisting the fresh graduates in developing leadership qualities and providing leadership skills suitable to the competitive employment market in their future.

5. LIMITATIONS OF THE STUDY

The soft skills are so many and keep updating with the change of time and situation and so presently this study has selected only 15 soft skills and area of study being the city of Bangalore North district. The future researchers can include other soft skills and extend area of study to other parts of India.

6. EDUCATIONAL IMPLICATIONS

The research points out a strong association between mean scores of undergraduate students before and after the leadership qualities enhancing soft skills training program. The study of (Patacsil, F., & Tablatin, C., 2017) suggests that the university should target improvements of soft skills and specific personality development component in the curriculum. The findings indicate that higher education institutions must initiate training mechanisms like leadership development soft skills training program to empower fresh graduates with leadership soft skills suitable to the globalised job market requirements. The findings also imply that the lecture method with audio-video power point presentation and group discussion methods have improved the teaching learning process with increased awareness level and knowledge about leadership soft skills. Lack of awareness on leadership and soft skills poses as one of the main reasons for the lack of employment, under-employment of fresh graduates in the present context of globalised job market. Innovative and availability of leadership training programs with soft skills will enhance the leadership qualities of undergraduate students to meet the demands of employment. The higher educational institutions as knowledge centres assuring future careers to fresh graduates required to plan and implement the updated leadership training program with soft skills along with the regular graduation course. Higher education institutions to plan out strategies to train the teachers on leadership soft skills in collaboration with the employers from various Multinational (MNC), Information Technology (IT) sectors to equip the teachers to train the undergraduate students effectively.

7. CONCLUSION

The advent of globalisation, in the recent decades has been challenging all the spheres of human activity and development including the field of education, challenging the UG students to be blended with academic skills and leadership soft skills. In pursuit of providing solutions to cater to the needs of job market there has been notable contributions from many experts, thinkers, visionaries, educators have been suggesting various leadership development programs involving various soft skills. Soft skills are numerous that keeps updating with the change of time, the soft skill training enhancing the leadership qualities too needs to change to cater to the changed working environment.

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Table 1
 Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of items
.947	.946	45

Table 2
 Tests of Normality

	Groups	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	Experiment	.100	40	.200*	.954	40	.105
	Control	.109	40	.200*	.959	40	.161
Post-test	Experiment	.092	40	.200*	.950	40	.077
	Control	.067	40	.200*	.976	40	.555

*. This is the lower bound of the true significance
 a. Lilliefors Significance Correction

Table 3

Group statistics based on Pre-test Scores

	Experimentand Control groups	N	Mean	Std. Deviation	Std.Error Mean
Pre-Test Scores	Experiment Group	40	94.35	16.108	2.547
	Control Group	40	93.43	16.898	2.672

Table 4

Independent samples Test before the intervention

		Leven's test for equality of variance			t-test for equality of means					
					Significance				95% Confidence of the difference	
		F	Sig.	t	df	Sig. (2 - tailed)	Mean Difference	Std Error Difference	Lower	Upper
Pre-Test Scores	Equal variance assumed	.128	.721	.251	78	.803	.925	3.691	-6.424	8.274
	Equal variance not assumed			.251	77.822	.803	.925	3..691	-6.424	8.274

** P<0.05

Table 5

Group statistics based on Post-test Scores

	Two groups	N	Mean	Std. Deviation	Std.Error Mean
Post-Test Scores	Experiment Group	40	193.73	11.052	1.748

	Control Group	40	94.08	13.680	2.163
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Table 6
 Independent samples Test after the intervention

Leven's test for equality of variance			t-test for equality of means							
				Significance				95% Confidence of the difference		
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std Error Difference	Lower	Upper	
Post Test Scores	Equal variance assumed	3.281	.074	35.836	78	<.001	99.650	2.781	94.114	105.186
	Equal variance not assumed			35.836	74.701	<.001	99.650	2.781	94.110	105.190

** P<0.05

Table 7
 Independent Samples Effect Sizes

Independent Samples Effect Sizes					
				95% Confidence Interval	
		Standardiser ^a	Point Estimate	Lower	Upper
Post-test total scores on 15 LSS items	Cohen's d	12.436	8.013	6.680	9.339
	Hedges' correction	12.557	7.936	6.616	9.248
	Glass's delta	13.680	7.284	5.611	8.948

^a The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control group.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Q1 Posttest Total Leadership Skills	Equal variances assumed	.887	.349	29.103	78	<.001	<.001	7.300	.251	6.801	7.799
	Equal variances not assumed			29.103	75.831	<.001	<.001	7.300	.251	6.800	7.800
Q2 Posttest Total Professional Communication	Equal variances assumed	3.952	.050	27.909	78	<.001	<.001	7.975	.286	7.406	8.544
	Equal variances not assumed			27.909	71.801	<.001	<.001	7.975	.286	7.405	8.545
Q3 Posttest Total Time management	Equal variances assumed	3.581	.062	14.512	78	<.001	<.001	5.850	.403	5.047	6.653
	Equal variances not assumed			14.512	74.931	<.001	<.001	5.850	.403	5.047	6.653
Q4 Posttest Total Professional Ethics	Equal variances assumed	8.246	.005	15.756	78	<.001	<.001	5.800	.368	5.067	6.533
	Equal variances not assumed			15.756	70.764	<.001	<.001	5.800	.368	5.066	6.534
Q5 Posttest Total Presentation Skill	Equal variances assumed	13.816	<.001	16.235	78	<.001	<.001	5.925	.365	5.198	6.652
	Equal variances not assumed			16.235	65.266	<.001	<.001	5.925	.365	5.196	6.654
Q6 Posttest Total Digital Literacy Skill	Equal variances assumed	9.560	.003	17.284	78	<.001	<.001	6.150	.356	5.442	6.858
	Equal variances not assumed			17.284	70.734	<.001	<.001	6.150	.356	5.440	6.860
Q7 Posttest Total Emotional Intelligence	Equal variances assumed	2.668	.106	21.424	78	<.001	<.001	6.625	.309	6.009	7.241
	Equal variances not assumed			21.424	73.792	<.001	<.001	6.625	.309	6.009	7.241
Q8 Posttest Total Teamwork	Equal variances assumed	2.365	.128	28.264	78	<.001	<.001	7.025	.249	6.530	7.520
	Equal variances not assumed			28.264	74.647	<.001	<.001	7.025	.249	6.530	7.520
Q9 Posttest Total Goal Setting	Equal variances assumed	1.635	.205	23.606	78	<.001	<.001	6.475	.274	5.929	7.021
	Equal variances not assumed			23.606	71.488	<.001	<.001	6.475	.274	5.928	7.022
Q10 Posttest Total Decision Making	Equal variances assumed	.113	.738	23.997	78	<.001	<.001	6.325	.264	5.800	6.850
	Equal variances not assumed			23.997	77.621	<.001	<.001	6.325	.264	5.800	6.850
Q11 Posttest Total Problem Solving	Equal variances assumed	.000	.988	25.130	78	<.001	<.001	6.750	.269	6.215	7.285
	Equal variances not assumed			25.130	77.846	<.001	<.001	6.750	.269	6.215	7.285
Q12 Posttest Total Employability Skill	Equal variances assumed	2.422	.124	24.365	78	<.001	<.001	7.225	.297	6.635	7.815
	Equal variances not assumed			24.365	70.611	<.001	<.001	7.225	.297	6.634	7.816
Q13 Posttest Total Creativity	Equal variances assumed	.505	.479	22.831	78	<.001	<.001	6.775	.297	6.184	7.366
	Equal variances not assumed			22.831	75.581	<.001	<.001	6.775	.297	6.184	7.366
Q14 Posttest Total Interpersonal Skill	Equal variances assumed	.337	.563	24.808	78	<.001	<.001	6.550	.264	6.024	7.076
	Equal variances not assumed			24.808	77.948	<.001	<.001	6.550	.264	6.024	7.076
Q15 Posttest Total HR Skill	Equal variances assumed	.308	.580	25.004	78	<.001	<.001	6.900	.276	6.351	7.449
	Equal variances not assumed			25.004	77.978	<.001	<.001	6.900	.276	6.351	7.449