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## **Effect and Relevance of Soft Skill Development on Employability of Undergraduate Engineering Students**

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### **Abstract**

Given that the number of unemployed individuals with graduate and post-graduate degrees is relatively large. Although many different elements can affect employment, a critical one in our technologically advanced period is a lack of soft skills. The majority of college students lack the confidence to even strike up a conversation with strangers. Students must go through numerous interview processes before being hired by a corporation. In reality, the interview is a process to pinpoint your personality. The importance of these basic skills is now apparent. The purpose of this essay is to demonstrate the structural performance of soft skills in a constantly shifting setting for graduate learners. It will support learners in understanding the significance and influence of specific soft talents that are in short supply today.

**Keywords:** Unemployment; interview; soft skills; engineering graduates

### **I. Introduction**

The need for more competent workers has increased as the industry has developed since these abilities complement one another on a social as well as a technical level. The last ten years have seen a rise in the importance of soft skills as a successful characteristic (Abas & Imam, 2016). But to guarantee success, teachers must assume full accountability for helping students improve their soft skills. Also, students must undergo rigorous training and develop the necessary talents for the workplace. Improving soft skills among students is a very difficult objective to accomplish because of students' unique traits and other factors that appear to be impossible to assess according to this criterion (Bridgford, 2017). The development of students' transferable



skills is the primary goal of many instructional strategies that have been proposed and are acknowledged in the literature. Nevertheless, very few of the studies conducted to achieve this goal offered a typical explanation based on an automatic evaluation of these abilities by employing trace detectors about each student's behavior during the issue and project creation processes. Several studies have suggested test-based skill-based methodologies, and in the era of big data today, the aim is to delve into the information to obtain information that can successfully guide decision-making in educational contexts. Soft skills, commonly referred to as social abilities, have been categorized as intra and subject of special by several academics. There has been a lot of research done on this kind of skill in the literature (Gashaw, 2019). Soft talents are character traits, social elegance, linguistic proficiency, personal habits, friendliness, and enthusiasm to varying degrees, according to Pachauri and Yadav (2014). For children to succeed and be comfortable in their daily lives at school, with classmates, and with their families, these major abilities are also necessary [6]. Companies are paying particular attention to soft skills because they are becoming more and more important for work performance as the firm develops (Bansal, 2018).

In the framework of developing the skills, certain research makes an effort to improve learners' soft and technical abilities to meet industrial expectations. However, aside from research that has solely focused on the application of techniques for skill enhancement, no studies that concentrated on enhancing soft skills according to pupil trajectories have been offered (Bansal et al., 2020).

## **II. Graduate Employability**

Although graduate employability has received increased attention in recent years, little is known about this complex concept in the literature on higher education today, and graduate employability abilities are not clearly defined (Pollard & Lee, 2003). The research on employability has thoroughly examined the effects of ongoing shifts in the outside world on the job market and employability. According to academics factors including growing globalization, rising job instability, the massification of higher ed, and the transition to a knowledge-based economy have all exacerbated the demand for graduate employability. The current situation



demonstrates that graduates are increasingly faced with a wide range of obstacles and are compelled to confront reality by accepting lower-level roles or occupations that are outside of their field of expertise (Misra & Khurana, 2017). A higher ed degree was once believed to be a sure path to success and employability. This is rather unexpected given the importance of soft skills in graduate jobs. As according Archer and Davison (2008), the International Employee Barometer (IEB) survey confirmed the value of soft skills to companies. They contend that employers appreciate soft talents more than graduates' higher education qualifications. Similar to this, the World Economic Forum identified 10 of the 16 "crucial capabilities in the twenty-first century" as being related to transferable skills.

### **III. Development of Soft Skills**

The various ways "soft skills" are described and categorized include life skills, twenty-first-century skills, transversal skills, generic competences, key competencies for a productive life, a very well society, and lifelong learning. Contrary to the IQ (Intelligent Quotient) carrying a message with hard skills, the terms "emotional side" of people are frequently used to refer to life skills, communication skills, leadership qualities, transversal competencies, social proficiencies, and contextual. They are referred described as "wicked competencies" by Knight and Page (2007) since they are challenging to define and change over time and under various conditions (Blustein et al., 2020).

Those with soft skills are better able to adjust and act positively to effectively navigate hurdles in both their personal and professional life. The term "soft skills" refers to a broad range of social and interpersonal abilities and attributes that can be used in a variety of jobs and industries (Achaleke, 2018). Soft talents include things like collaboration, problem-solving, creativity, self-assurance, awareness of ethics, capacity for lifelong learning, ability to handle uncertainty, and willingness to take responsibility. It is stated that developing these soft skills can help students take initiative, fit in more easily at work, and contribute to the company's success. The concept that interpersonal are more probable indicators of successful careers and are necessary for the emergence of teamwork, the quick pace of globalization, the capacity for



conversation in a cross-cultural setting, and the expanding need to attract employees in organizations are supported by emotionally intelligent research.

#### **IV. Skills Required in Corporate**

To survive or fit within an organizational setting, a candidate may need to possess some of the following personality traits.

- Communication Techniques
- Leadership Qualities
- Management Techniques
- Work-Life Harmony
- Team leadership
- Professional Integrity
- Tolerance for stress, dedication to work, learning and analytical skills, and commitment.
- Innovation/Creativity Skills
- Knowing oneself and having negotiating skills
- Flexibility Orientation abilities

Although the usefulness of relevant experience in academia and the industry seems to be widely acknowledged, it seems that businesses, higher education institutions, and young folks do not communicate well with one another. They operate in "multiple worlds," and it has been proposed that young people often do not develop a significant portfolio of broad skills throughout their university studies.

#### **V. Effect of Soft Skills**

The term "soft talents" has been used by academics and professionals to describe a wide range of abilities, from operational proficiency to interpersonal competency. Because of this, both the ability in question and the setting affect how effectively these talents predict different educational and vocational outcomes. Various soft skills also range in their patterns of malleability, or how much their levels can change over time, especially as a result of formal



training and education. In contrast to teaching or academic preparation, personality may have a higher impact on trait-related concepts like emotional maturity, desire, and drive.

Soft skills, which explain how one interacts with others, include personality traits, social graces, communication, language, personal habits, and interpersonal skills. Soft skills can take many different shapes. Among them include interpersonal and leadership abilities, cooperation and teamwork, critical thinking, problem-solving skills, flexibility and adaptability, time management, initiative and self-direction, social and civic competencies, entrepreneurship, and so forth. Soft skills are complemented by hard skills, which are a person's set of skills and ability to perform a certain kinds of domain-specific jobs, such as machine operation, programming skills, or statistical analyses.

## **VI. Conclusion**

The emphasis has switched from hard skills paired with soft skills competency to competent human capital with high-quality hard skills. The education sector, which is essential to producing qualified human resources for a nation's growth and development, would be impacted by this significant shift in the job market. Higher education institutions in particular have started to realize that to educate students for the shifting demands of the industry, soft skill development is necessary. The majority of institutions have established projects and programs to help students develop their soft skills since they recognize how important these are.

Most of these initiatives and programs concentrate on increasing awareness through talks and workshops. Most of these programs are unstructured and have a limited duration. Students engaged in these programs lack motivation and interest because they are non-credit-based and unrelated to their subject of study.

The development of soft skills should be a top priority for any institution. In addition to the hard skills that are discipline-specific, institutions should be evaluated on how well their students can communicate effectively, interact with others, work in a team, adapt to change, solve problems, have self-awareness, and manage their time. Academic institutions should provide thorough procedures for explaining to students how soft skills will be taught and evaluated. Most of these



initiatives and programs concentrate on increasing awareness through talks and workshops. Most of these programs are unstructured and have a limited duration. To encourage students to embrace interconnectedness and think critically, methodically, and strategically, criteria should be specified, activities should be designed, and classes should be arranged accordingly. In conclusion, while the idea of skills, especially the idea of a skill "shortage," is present throughout the research and greater public discourse, it is rarely examined in detail to give meaningful information to those driving the educational and training agendas and politicians.

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