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Soft skills and academic performance in pre-professional practices

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Abstract

Purpose: The study aims to examine the importance of soft skills and academic performance in pre-professional practices. Theoretical framework: In the educational act, the teacher and the student interrelate and interact during the day or learning session, for this the teacher plans activities that develop hard skills and soft skills, the latter being essential for the social function of education is for This is essential in professional practices, students plan leadership activities, assertiveness, active listening that allows optimal academic performance. Method/design/approach: It is a study with a quantitative approach, basic level, descriptive correlational, with a quasi-experimental design, the objective is to determine the effects of the soft skills program on the pedagogical performance of Initial Education students, through the application of the program the information was collected. At the beginning and at the end of the workshops, using inferential statistics, the hypothesis was verified. Results and conclusion: From the results it is concluded that the Soft Skills program has had positive effects on the attitudinal level of pedagogical performance in the development of students' pre-professional practices, approval has improved significantly by 2,686 points; that is, students have improved in their oral and body language; punctuality, responsibility and respect; They have also improved in their skills to promote teamwork, proactivity in interventions promoting students' opinions, suggestions and solutions and respect among their peers and teachers. Originality/value: After the application it was possible to show that soft skills are present in the academic performance of the pre-professional practice of the students of the specialty of Initial Education knowledgeable that we have the responsibility to promote, facilitate the socio-emotional development in children in such a way that the teacher must demonstrate at all times balance coherence in their actions,.

Keywords: *Soft skills, academic performance, pre-professional practices.*

Introduction

Soft skills are present in teaching practice, in interaction with students, teachers have the responsibility to promote, the socio-emotional development in children in such a way that there is coherence with their actions considering the best interest of the student, also the management of emotions promotes a positive classroom climate, active listening is important for the development of autonomy and self-confidence; The consensus of the group for decision making motivates the

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student as well as leadership and empathy, in this way we will be promoting the integral development of the child in its initial stage. In a sense, soft skills optimize academic performance in the achievement of learning, being a constant concern how to timely meet the learning needs of children and not necessarily to know, but in short proceed and do it axiologically, to form the good citizen with values and respectful of the environment that surrounds him; this is an arduous task, so the students of Early Childhood Education must first know themselves and then be an agent of change.

The study consists of four chapters according to the established scheme we present problem, objectives, justification hypotheses and variables; as a theoretical framework we have the background, theoretical bases and glossary of terms, in terms of the methodology we present the operationalization of the study variables, type of research of quantitative approach, non-experimental, level of basic research, design of quasi-experimental research, in terms of techniques and instruments for the collection of information three surveys were applied which were duly validated by expert judgment and for the reliability we used Cronbach's alpha statistic, to then administer the data collection instrument and proceed to the construction of the scales, the sample was constituted by the students of the specialty of Early Education, after statistical analysis the discussion of results, conclusions and recommendations is presented.

Methodology

The study is of quantitative approach basic level, non-experimental with quasi-experimental design consists of the application of a soft skills program in the academic performance in the pre-professional practices of the students of the specialty of Early Education, in terms of the techniques and instruments for data collection we used two questionnaires which were applied at the beginning and at the end of the program, which were submitted to expert judgment and Cronbach's alpha statistic the results were recorded in the corresponding database. The hypothetical-deductive method was followed. With reference to the hypothetical deductive method, according to Bernal, the Hypothetical-Deductive method: "It is the knowledge that starts from assertions as hypotheses and seeks to refute or falsify such hypotheses, to then deduce conclusions that are confronted with the facts" (Bernal, 2006, p. 81).

In the testing of the hypotheses, the Student's T-Test statistic was used for related data or dependent samples. The Student's T-test for related samples is a parametric test that allows comparing the means and standard deviations of the data groups and determines whether between these parameters the differences are statistically significant or if they are only random differences.

Development

The objective of this study is to determine the effects of the Soft Skills Program on the pedagogical performance of the pre-professional practical subject of the students of the specialty of Early Childhood Education, presents two study variables, The program consists of 8 sessions in 8 weeks

through workshops conducted by the teacher of the elective subject Leadership Workshop, the topics discussed were leadership, control of emotions, teamwork, empathy and resilience also being a quasi-experimental study the results were recorded at the end of each session in the scale table.

The database is elaborated in the Excel program then proceeded to analyze the information with the help of SPSS software, version 21, for the verification of the hypotheses, the Student's T Test statistic was used for related data or dependent samples. The Student's T-test for related samples is a parametric test that allows comparing the means and standard deviations of the data groups and determines whether between these parameters the differences are statistically significant or if they are only random differences.

Technique and instrument

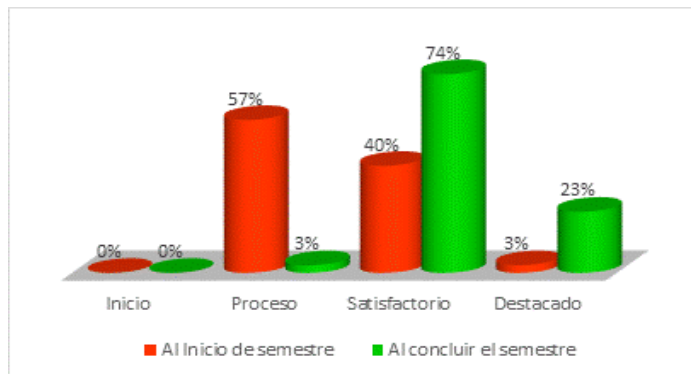
Regarding the technique, variable X was considered: survey, variable Y: performance sheet of pre-professional practices, which duly complied with the qualities of the instruments such as validity by expert judgment and reliability through Cronbach's Alpha statistic.

The hypothesis to be tested is whether the Soft Skills Program has positive effects on the pedagogical performance of the pre-professional practical subject of the students of the specialty of Early Childhood Education

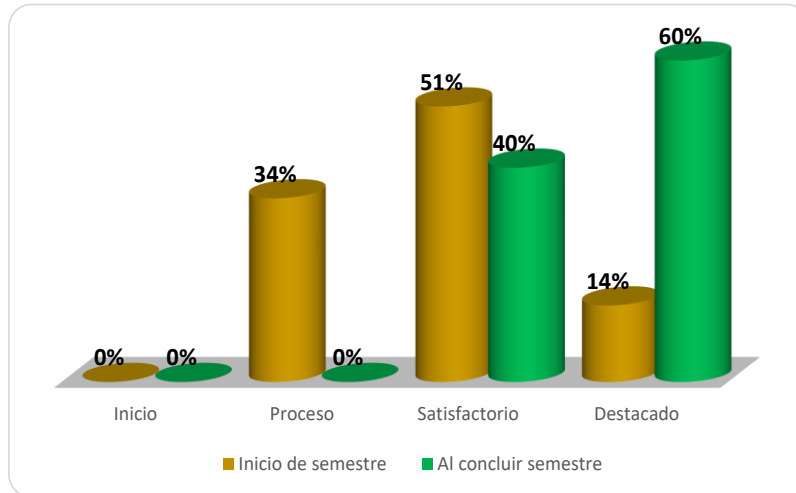
Results

The descriptive analysis of the variable pedagogical performance, it is observed that for most of the students at the beginning of the semester their pedagogical performance in their pre-professional practices was at a process level 57% and satisfactory 40%, and only 3% had an outstanding level, then with the implementation of the Soft Skills Program the results improved, At the end of the semester the majority of students their pedagogical performance in their pre-professional practices was at a satisfactory level 74% and outstanding 23%, only 3% were at a process level.

Graph N°01



Graph N° 02: Soft Skills: Comparative at the beginning of the semester and at the end of the semester



Regarding the acceptance for the implementation of the Soft Skills program, at the beginning of the semester most students were satisfied 51%, in process 34% and outstanding 14%, then at the end of the semester the results improved, most students had an outstanding level 60% and satisfactory 40%.

Hypothesis testing process.

The Student's T-Test statistic is used for related data or dependent samples.

Validation of the Normality of variables

Ho: There is normality between the variables.

H1: There is no normality between the variables

Significance level: (if the sig. is ≤ 0.05 H₀ is rejected $\alpha = 0.05$)

Normality Tests

	Kolmogorov-Smirnova		
	Statistical	Gf	Gis.
Difference (Posttest-Pretest)	0,143	35	0,066

From the Kolmogorov-Smirnova test, the sig = 0.06 is greater than 0.05, so H₀ is accepted and it is concluded that at 95% confidence there is normality between the variables.

General hypothesis

Related sample statistics

Pedagogical Performance	Stocking	N	Standard deviation	Standard error mean
At the beginning of the semester	14,31	35	1,728	,292
At the end of the semester (HB)	16,74	35	1,358	,230

From the statistics of related samples, it is observed that the pedagogical performance of students with the implementation of the soft skills program has improved, at the beginning of the semester they had an approval of 14.31, then at the end of the semester they reached an approval of 16.74.

Results that are verified with the Student's T test.

Testing related samples

Pedagogical Performance	Paired differences					Sig. (bilateral)		
	Stocking	OF	Standard error mean	95% of I.C. of the difference				
				Inferior	Superior	T		
At the End of the Semester (HB) – At the beginning of the semester	2,429	1,378	,233	1,955	2,902	10,426	34	,000

From the Student's T test for related samples, it is observed that the significance is 0.00 less than 0.05, so the null hypothesis is rejected, and at 95% confidence it is concluded that the soft skills program has positive effects on pedagogical performance

Conclusions

From the results it is concluded that the Soft Skills program has had positive effects on the attitudinal level of pedagogical performance in the development of students' pre-professional practices, approval has improved significantly by 2,686 points; that is, students have improved in their oral and body language; punctuality, responsibility and respect; They have also improved in their skills to promote teamwork, proactivity in interventions promoting students' opinions, suggestions and solutions and respect among their peers and teachers.

After the application it was possible to show that soft skills are present in the academic performance of the pre-professional practice of the students of the specialty of Initial Education knowledgeable that we have the responsibility to promote, facilitate the socio-emotional development in children in such a way that the teacher must demonstrate at all times balance coherence in their actions, Keep in mind that the best interest of the student always prevails, the management of emotions fosters a positive classroom climate, active listening is important for the development of autonomy and self-confidence; The consensus of the group for decision making motivates the student as well as leadership and empathy, in this way we will be promoting the integral development of the child

in its initial stage.

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