



ORIGINAL

Soft skills and the labor market insertion of students in the last cycles of administration at a university in northern Lima

Habilidades blandas y la inserción laboral de los estudiantes de los últimos ciclos de administración de una universidad de Lima Norte

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ABSTRACT

The search for a job by students who are about to graduate from their universities has become very complex because the current market and the recruitment of new personnel in different companies has become very demanding, since companies currently have their sights set on people who are not only good professionals and have technical knowledge, because what is required now is personnel who can develop, providing ideas and solutions in different internal conflicts, to be able to cope with situations of uncertainty. Therefore, the main objective of this research is to determine the relationship between soft skills and the labor market insertion of students in the last cycles of a university in northern Lima in the year 2023. The present research is of a basic type, it presents a descriptive correlational scope of non-experimental cross-sectional design, showing a hypothetical deductive method and quantitative approach. Through the use of the questionnaire of questions, by means of the Likert scale, it allowed obtaining data from a total population of 119 students, taking as a random sample a total of 94 students. At the conclusion of the surveys it was obtained that the Rho Spearman relationship shows a result of 0,703 between variable 1 Soft Skills and variable 2 Job placement, in turn, the bilateral significance level is 0,01 which shows that there is a high positive correlation between the 2 variables mentioned. The conclusion is that soft skills are significantly related to labor market insertion, alluding that they are important and participate in the labor market insertion process, and that they are taken into account by companies who are looking for new collaborators capable of resolving conflicts and possessing these skills, which increase productivity within a company.

Keywords: Soft Skills; Job Placement; Interpersonal Skills; Cognitive Skills; Emotional Intelligence.

RESUMEN

La búsqueda de un puesto laboral por parte de los estudiantes que están a punto de egresar de sus universidades, se ha vuelto muy complejo debido a que el mercado actual y el reclutamiento de nuevo personal en distintas empresas se ha vuelto muy exigente, ya que las empresas actualmente tienen en la mira a personas que no solamente sean buenos profesionales y tenga conocimientos técnicos, pues lo que se requiere ahora es personal que pueda desenvolverse, aportando ideas y soluciones en diferentes conflictos internos, hasta poder sobrellevar situaciones de incertidumbre. Por ello el objetivo principal de este presente trabajo de investigación es determinar la relación entre las habilidades blandas y la inserción laboral de los estudiantes de los últimos ciclos de una universidad en Lima Norte en el año 2023. La presente investigación es de tipo básico, presenta un alcance descriptivo correlacional de diseño no experimental de corte transversal, mostrando un método hipotético deductivo y de enfoque cuantitativo. A través del uso del cuestionario de preguntas, mediante la escala de Likert, permitió obtener datos de una población total de 119 estudiantes, tomando como muestra aleatoria un total de 94 estudiantes.

Al concluir las encuestas se obtuvo que la relación de Rho Spearman muestra un resultado de 0,703 entre la variable 1 Habilidades Blandas y la variable 2 Inserción laboral, a su vez, el nivel de significancia bilateral es de 0,01 lo cual demuestra que hay una correlación alta positiva entre las 2 variables mencionadas. Concluyendo que las habilidades blandas si se relacionan significativamente con la inserción laboral, aludiendo que son importantes y participan dentro del proceso de inserción laboral, asimismo, son tomadas en cuenta por las empresas quienes buscan nuevos colaboradores capaces de resolver conflictos y poseer estas habilidades las cuales aumentan la productividad dentro de una empresa.

Palabras clave: Habilidades Blandas; Inserción Laboral; Habilidades Interpersonales; Habilidades Cognitivas; Inteligencia Emocional.

INTRODUCTION

In Mexico, according to the newspaper *El Economista*, companies consider many more people with highly developed soft skills due to the highly competitive environment of today's companies that require not only people with degrees or work experience but also with skills that can contribute to the company in various areas by making decisions or being involved in conflicts in order to provide a solution, in a study which shows that these professionals tend to have higher salaries by 3 to 16 % more compared to those who have not developed these skills.⁽¹⁾ The labour market is increasingly demanding, so many professionals are trained and enrich their human capital with hard skills. However, more than these are needed for professional development today; according to Harvard University, they determine that 85 % of success at work comes from developing soft skills before entering a job in management. Only 15 % of success comes from skills and technical knowledge learned in universities; this is because they know but not the skills to transmit them and relate to their environment.⁽²⁾ Professionals' success in the 15 % mentioned above is because their certifications back them up, and the companies in which they work have a traditional structure.⁽³⁾

Romero et al.⁽⁴⁾ mention that not developing soft skills throughout life will make university students less likely to be able first to obtain a job and second to be able to make a career line since they need to learn how to relate to their peers, be decisive and communicate their ideas in a concrete and assertive manner.⁽⁵⁾ On the other hand, in Bolivia, there is a problem for women who want a job in management; access to employment in this area has complications related to developing their skills and their "role" in society.⁽⁶⁾ For this reason, a news item published by the Swiss Embassy in Bolivia highlights the action of a women's association that has been in charge of helping them develop their soft skills so that they can be more attractive to the labour market in the management sector.⁽⁷⁾ In this way, the women whom this organization helps strengthen their hard skills and complement them with soft skills.⁽⁸⁾

According to the National Institute of Statistics and Informatics,⁽⁹⁾ the employed population in the country between 14 and 24 years of age has decreased by 15,5 %, which is a worrying figure since it means that young people do not have adequate insertion; about the above Forge et al.⁽¹⁰⁾ comments in a news item published in the newspaper *Gestión*, the need that exists concerning the development of soft skills in young people, which is because they do not enhance them properly and focus on acquiring only technical skills in order to have greater weight in their profiles. However, developing social skills will make them more attractive to this competitive labour market.⁽¹¹⁾ Likewise, Martínez et al.⁽¹²⁾ manager of Training and Consulting at Adecco Peru, mentions that as a result of the health crisis and the new challenges that have arisen for working individuals and those who are still looking for work, he sees a deficit in the development of soft skills, since these are the complement to the hard skills and are better evidenced in the interaction of a person with his professional environment.⁽¹³⁾ These are difficult to distinguish because it is not enough to take a test, nor does one have a certificate of having them.⁽¹⁴⁾ That is why he stresses the importance of being able to develop them and be able to add them to the company in which one works or wishes to join; in the same line, he mentions that companies with personnel without soft skills present difficulties such as low profitability, high personnel turnover, bad working environment and lower production and motivation.⁽¹⁵⁾ The labour competition is very strong nowadays; demonstrating the skills and competencies of a person in an interview can be difficult for some because they cannot perform correctly and fall into nervousness, a factor that is taken advantage of by other applicants who do have a correct performance, through an interview with Espinoza et al.⁽¹⁶⁾ director of IO which is the first centre of creative leadership in Latin America, mentions that currently, 93 % of current companies will choose people who have soft skills management, if there are several candidates. They have the same knowledge; what defines their entry to the company is their profile and performance regarding their soft skills, attitude, and search for solutions that make a difference.⁽¹⁷⁾ He also mentions that it is important to know how to identify where one is failing in order to be able to improve and thus be able to access greater opportunities.⁽¹⁸⁾ On the other hand, the lack of shared work, participation and ideas causes a company to stagnate in the search for

solutions to internal and external conflicts. Productivity decreases or remains at a common level, not allowing to streamline processes and invest that time in work that contributes to the progress of the company, as it has been shown that companies that work with employees who have good management of soft and well-developed skills increase their productivity by 25 %, making the processes shorter, compared to those companies that have a common or late process in solving business issues or conflicts within the organization, because there is no joint work, or only one person focuses on providing solutions. However, no people contribute or provide more options for a problem. Nowadays, a person's work experience and qualifications are not synonymous with a guaranteed job position; this is because the current labour market is focused on finding staff with quick answers to solutions. Unfortunately, most applicants lack those skills, so hiring staff becomes complicated. Therefore, Lozano et al.⁽¹⁹⁾ mentions that today, it is not enough for only the experience of a person to have a job because the new business environment is more competitive and needs people who can manage and solve conflicts as well as be able to have excellent communication skills and be able to relate to areas. Also, the management and development of soft skills not only form better workers but also better people.⁽²⁰⁾

The search for a job or internship is a complex process, especially for students who are already completing their university careers, because they live with the pressure of knowing if they will achieve the goal of getting the long-awaited job, so the purpose is to indicate whether this process of insertion has a high or low degree of difficulty; Likewise, to know the influence that soft skills have within this process, because of those above, we have the information that soft skills are requested in the work environment by companies that seek their development through the commitment of their collaborators, however, despite being so, very few universities invest in developing them in their students.⁽²¹⁾ Given this situation, the Pontificia Universidad Católica del Perú offers a course with certification to be able to López P et al.⁽²²⁾.

Since there is a 90 % involvement of soft skills that ensure success due to the dynamism that now exists in the business environment, many companies remain stagnant due to the inadequate selection of their collaborators, who are very good professionals and possess technical knowledge that makes them very capable, however, in order to advance in the current market it is necessary to relate with others, this goes from being able to adequately communicate your ideas to being able to cope with situations of stress and uncertainty.⁽²³⁾

Theoretically, soft skills are very important in all areas because they provide that human side to people and make their personal and professional development successful. That is why it is considered important to carry out this research work and to relate soft skills with the labour market insertion of students in the last university cycles.⁽²⁴⁾ When analyzing both variables, it was observed that there is a close relationship, which indicates that both influence each other. This research aims to give visibility to the importance of soft skills for the labour market insertion of university students, leaving a reliable basis with which they can motivate themselves to develop these skills and have more access to jobs.

Practically, the aim is for students to recognize the importance of developing their soft skills for their future insertion into the labour market. In this way, they will have an integral growth since possessing these skills will improve your relationship with the people around you and make you more efficient in your activities. Likewise, they will become a valuable element for the organizations where they are since they will foster a healthy environment and increase productive spaces.

METHOD

The research is of the basic type, seeking to expand knowledge about the variables without making changes. According to Escudero et al.⁽²⁵⁾ define Basic research as that in which only the theoretical is taken, leaving aside the practical; this type of research seeks to add new knowledge or modify the theoretical principles; it also seeks to deepen concept to serve as support within the study. As a complement, a study mentions that basic research is the set of activities carried out by a person to increase the knowledge of a specific topic with precise information and objectivity; basic research seeks to expand the study egg so that others can know it.

Likewise, the research is descriptive and correlational in scope, seeking to establish a connection between the variables mentioned, which are soft skills and labour market insertion, and to describe them objectively and in detail. Kerlinger et al.⁽²⁹⁾ mentions that the descriptive scope seeks to find particularities of the object of study based on the collection of data, which will be a foundation for creating hypotheses and theories about what has been studied.

Graphs are used to give an objective and complete view. Similarly, Yin et al.⁽²⁷⁾ states that this scope is one of the best to have a basis in the research because it allows one to describe and understand correctly the concepts that will be discussed. Data collection will enable capturing all the nuances and complexities of the variables to be treated.

The present research shows a non-experimental cross-sectional design, which, according to Hernández et al.⁽²⁸⁾ is a study carried out without the need to modify or change the independent variables already established so that only what already exists is observed and then studied. Similarly, and having similarities in the definition, Kerlinger et al.⁽²⁹⁾ share that an observational type of research is one in which the researcher is only dedicated

to the search and observes the independent variables but does not have the control or the possibility of manipulating these variables because they have already been studied.

The method to be used is the hypothetical deductive method since assumptions will be made about the variables presented to generate conclusions about them. For Gianella et al.⁽²⁶⁾, this method consists of generating solutions to problems based on the study and creating hypotheses that are taken for granted without being certain about them to anticipate solutions to the problems studied. Along the same lines, Sanchez et al.⁽³¹⁾ indicates that it starts from the general to the particular with the generation of hypotheses trying to understand the existing problems and their causes, thus seeking to predict and control the possible solutions to these problems.

This research is quantitative since it will allow the evaluation and collection of numerical evidence and will focus its use on statistical tools. According to Tromich et al.⁽³²⁾, the quantitative approach has many characteristics; among them is that it emphasizes measurement using standardized techniques to obtain numerical data that allow an objective analysis, the use of an adequate sample to be able to generalize results, statistical analysis which includes hypothesis testing among other statistical techniques to obtain precise conclusions, deductive approach seeking to validate or refute the hypothesis or hypotheses and objectivity and replicability seeking to minimize biases in the research. Along the same lines, Creswell et al.⁽³³⁾, in coincidence with those mentioned above, presents similar characteristics for the quantitative approach, which are the collection of numerical data, samples that are of numerical data, representative samples, statistical techniques, objectivity, and the emphasis on causality, mentioning that this approach seeks to establish causal relationships between the variables studied.

Table 1. Case processing			
Case processing summary			
		N	%
Cases	Valid	94	100
	Excluded ^a	0	0
	Total	94	100

This table shows the processing of the survey data. Cronbach's alpha defines the data's reliability, and the items' interval will be analyzed.

Table 2. Cronbach's alpha of the Soft Skills variable	
Reliability statistics	
Alfa de Cronbach	N
0,924	15

This table shows the analysis results of the first 15 questions in the survey based on the Soft Skills variable. Where a result of 0,924 was obtained, in the figure of Cronbach's Alpha 8 to 9, the scale of reliability level of our Instrument is reliable.

Table 3. Cronbach's Alpha of the variable Labor Market Insertion	
Reliability statistics	
Cronbach's alpha	N
0,946	15

This table shows the analysis results of the remaining 15 questions in the survey related to the labour market insertion variable.

We had a result of 0,946 in our Labor Insertion variable; in the figure of Cronbach Alpha 8 to 9, the scale of reliability level of our Instrument is reliable.

RESULTS AND DISCUSSION

The table 4 shows the result in a percentage of the first variable, which is Soft Skills; the results obtained are divided into Low, where there is a frequency of 1, representing 1,1 %, medium where there is a frequency of 2, which represents 2,1 % and High with a frequency of 91, representing 96,8 %.

Table 4. Frequency of the variable soft skills

		Frequency	Percentage
Valid	Low	1	1,1
	Medium	2	2,1
	High	91	96,8
	Total	94	100

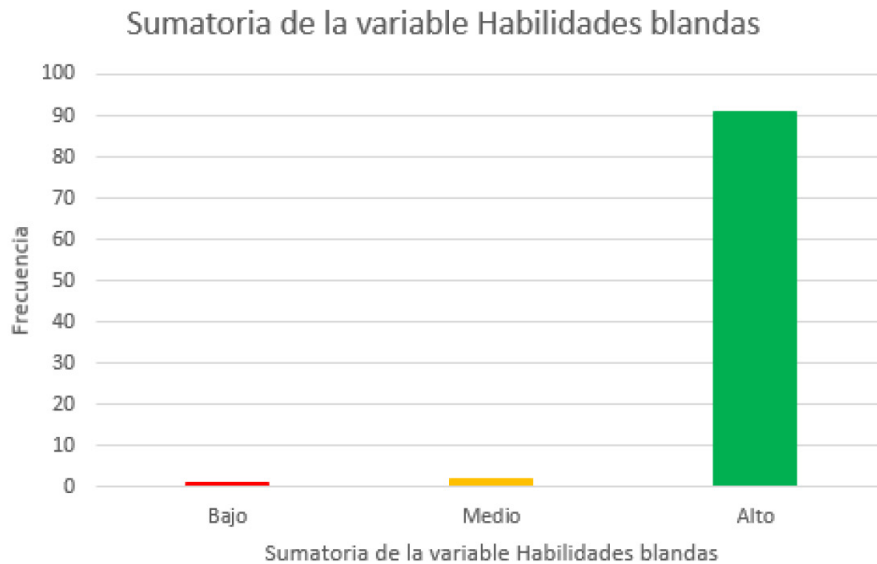


Figure 1. Graph of the Soft Skills variable

According to the results of the Soft Skills variable, 91 of the respondents, representing 96,8 %, are at a high level, given that the respondents affirm that these skills have been useful to them for a correct performance when presenting themselves for a job interview. On the other hand, 2 of the respondents, representing 2,1 %, are in the medium level; this is because they have not been able to make full use of their soft skills; finally, in the low level where only one respondent is located, representing 1,1 %, it is confirmed that he did not obtain an expected result because he did not make use of his soft skills at the time of presenting himself for an interview or did not know how to perform.

Table 5. Frequency of the Interpersonal Skills Dimension

		Frequency	Percentage
Valid	Low	1	1,1
	Medium	3	3,2
	High	90	95,7
	Total	94	100

In this table we can visualize the result of the first dimension of the Soft Skills variable which is Interpersonal Skills, divided into Low with a frequency of 1 which represents 1,1 %, Medium with a frequency of 3, representing 3,2 % and High which has a frequency of 90 representing 95,7 %.

According to the results of the Interpersonal Skills dimension table, in the low level with 1 respondent which represents 1,1 % shows that he did not know how to demonstrate these skills for the job search, this respondent had difficulty establishing a link with people or the person to whom he was showing his profile, in the medium level we have 3 respondents which represent 3,2 %. Finally, we show the high level, which is made up of 90 respondents, representing 95,7 %, which means that they were able to successfully show their interpersonal skills, thus achieving the development of these skills, establishing a link and being able to establish a stable relationship with the person they had in front of them.

The table 6 shows the results of the second dimension of the Soft Skills variable, which is Cognitive Skills, divided into Low with a frequency of 1, Medium with a frequency of 4 and High with a frequency of 89.

Sumatoria de la dimensión habilidades interpersonales

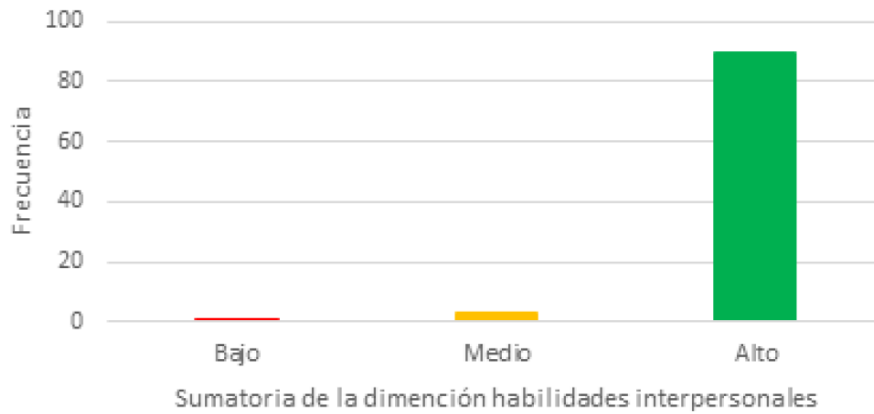


Figura 2. Graph of the interpersonal abilities dimension

Tabla 6. Second dimension of the Soft Skills variable			
		Frequency	Percentage
Valid	Low	1	1,1
	Medium	4	4,3
	High	89	94,7
Total		94	100

Sumatoria de la dimensión habilidades cognitivas

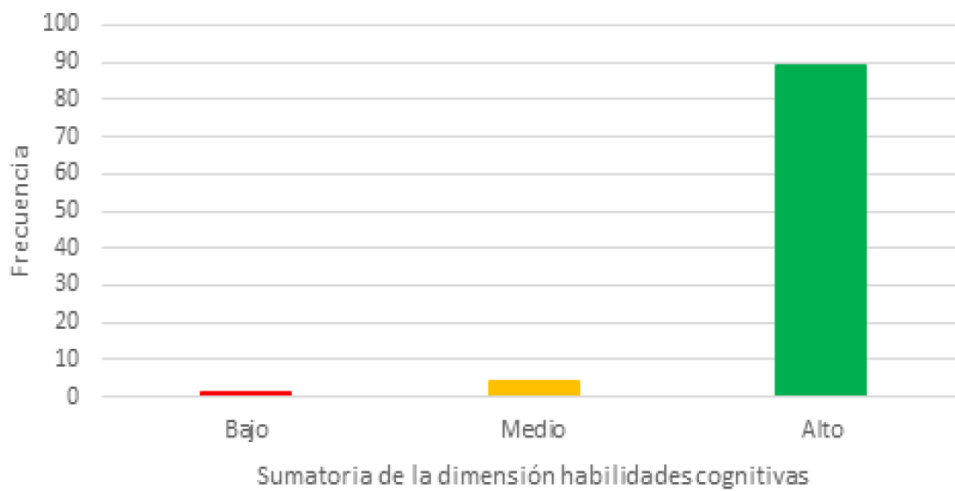


Figure 3. Graph of the cognitive abilities dimension

The results within this graph of the Cognitive Abilities dimension reveal that in the low level, only one respondent represents 1,1 %; it can be affirmed that this respondent had difficulties at the moment of processing the questions during the development of the survey, and this ability did not serve as a support due to the little development it had. In contrast, at the medium level, there are only four respondents, representing 4,3 %; these made use of their cognitive abilities; however, it is reflected that they had a medium difficulty at the moment of receiving the questions or information that was given to them and there was not a full comprehension.

However, it is reflected that they had a medium difficulty when receiving the questions or information given to them, and they needed to be fully understood. Finally, the high level has 89 of the respondents, which make up 94,74 %; they were successful in making use of their cognitive skills, having a good understanding, processing and reasoning the information provided.

Table 7. Frequency of the Emotional Intelligence Dimension

		Frequency	Percentage
Valid	Low	2	2,1
	Medium	2	2,1
	High	90	95,7
	Total	94	100

This table shows the results of the third dimension of the Soft Skills variable, which is Emotional Intelligence, divided into Low with a frequency of 2, Medium with a frequency of 2 and High with a frequency of 90.

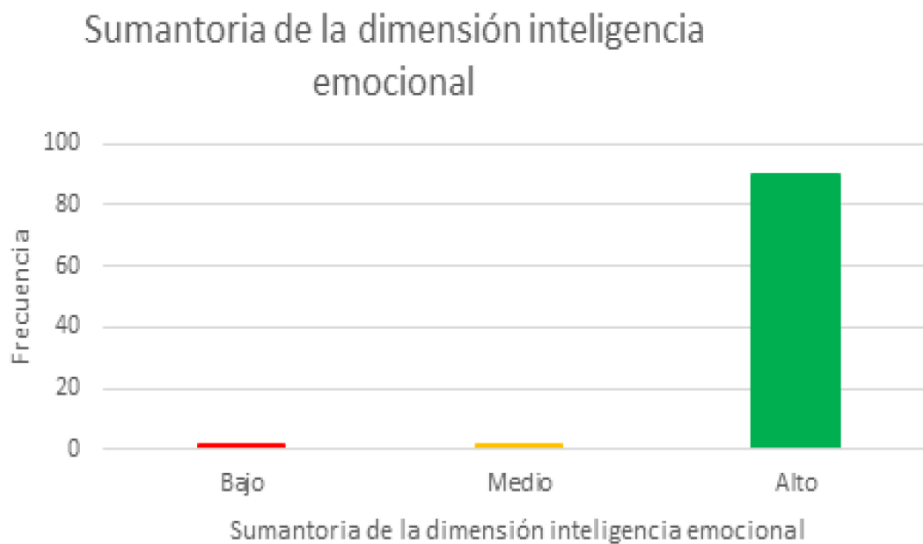


Figure 4. Graph of the emotional intelligence dimension

The results that present the Emotional Intelligence dimension are divided into Low, where there are two respondents representing 2,1 %, who do not have well-developed or have a hard time having emotional intelligence, common problems of empathy and emotional control in different environments.

At the medium level, we can also find two respondents representing the same, 2,1 %; these reflect an incomplete development of emotional intelligence, and they can manage their self-control. However, they lose it easily. Finally, there is a high level with 90 respondents, which represents 95,7 %; they have great management of their emotional intelligence and know how to react to various situations; they can keep pace and solve problems using empathy and emotional control.

Table 8. Frequency of the labor market insertion variable

		Frequency	Percentage
Valid	Low	1	1,1
	Medium	5	5,3
	High	88	93,6
	Total	94	100

This table shows the percentage of the second variable worked on, labour insertion. The results obtained are divided into Low, with a frequency of 1, representing 1,1 %; Medium, with a frequency of 5, representing 5,3 %; and High, with a frequency of 88, representing 93,6 %.

According to the Labor Market Insertion variable results, 88 of the respondents (93,6 %) are in the high level, meaning that most of them have reached a job. On the other hand, 5 of the respondents, representing 5,3 % and are in the Medium level, have not been so fortunate, or the process of labour insertion in them had greater difficulty; finally, in the low level where only one respondent is located and represents 1,1 %, it is confirmed that he did not obtain an expected result. This one was not successful in the process of labour insertion and is still in search of a job.

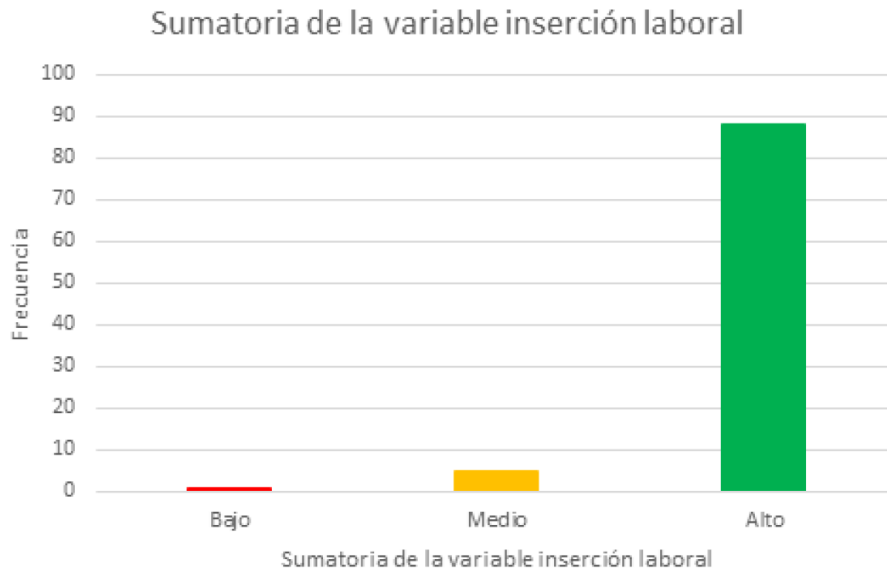


Figure 5. Graph of the labor market insertion variable

		Frequency	Percentage
Valid	Low	1	1,1
	Medium	3	3,2
	High	90	95,7
	Total	94	100

This table shows the results of the first dimension of the Labor Market Insertion variable, which is Formal Education, divided into Low with a frequency of 1, representing 1,1 %, Medium with a frequency of 3, representing 3,2 %, and High with a frequency of 90, representing 95,7 %.

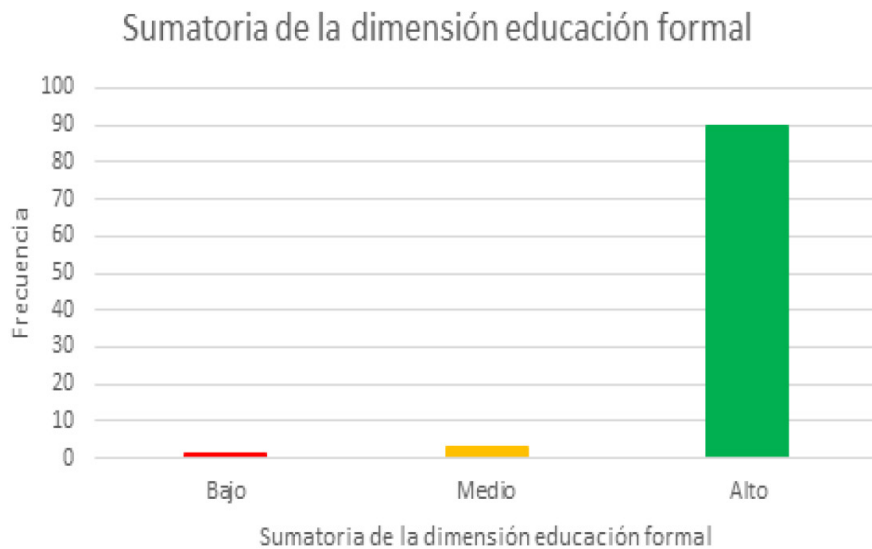


Figure 6. Formal education dimension chart

According to the results of the Formal Education dimension chart, the low level, with one respondent representing 1,1 %, shows that their formal education did not count in the labour market insertion process; this could be because they did not have the necessary knowledge required for the position to which they applied, in the medium level we have three respondents representing 3,2 %. Finally, we show the high level, with 90 respondents, representing 95,7 %, which means that they reached their job position with the help of this dimension, having the necessary knowledge and commitment, which led them to success.

Table 10. Frequency of the work experience dimension

		Frequency	Percentage
Valid	Low	1	1,1
	Medium	6	6,4
	High	87	92,6
	Total	94	100

In this table, we can visualize the result of the second dimension of the Job Placement variable, which is Work Experience, divided into Low with a frequency of 1, which represents 1,1 %, Medium with a frequency of 6, representing 6,4 % and High which a frequency of 87 representing 92,6 %.

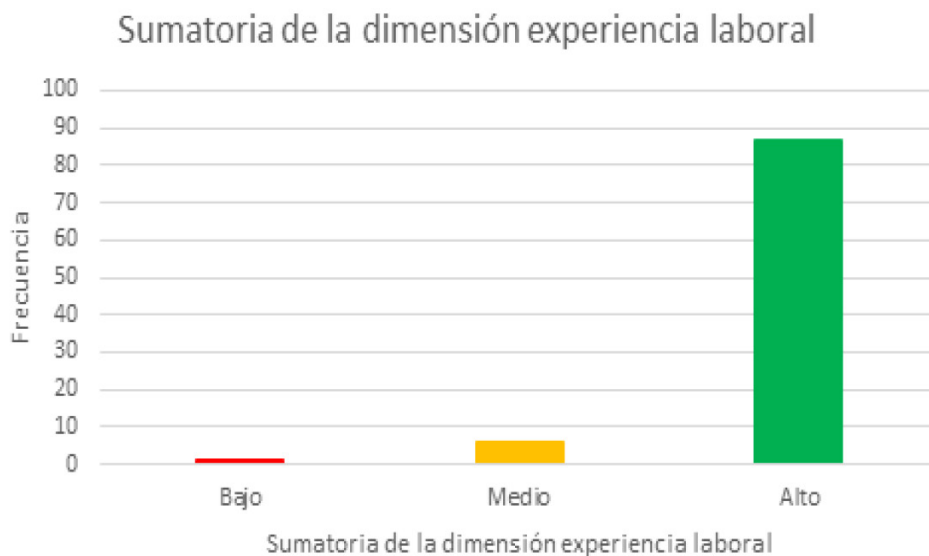


Figure 7. Graph of the work experience dimension

The results that present the dimension of Work Experience are divided into Low, where only one respondent represents 1,1 %; this is interpreted in a way that his work experience was not taken into consideration, perhaps because the position he held has no relation with the position to which he wants to apply, in the medium level we can find six respondents representing 6,4 %, this reflects that his previous work experiences were taken into consideration. However, they did not influence most of them as a determining factor in his entry. This reflects that their previous work experiences were taken into consideration. However, they only influenced some of them as a determining factor for their entry. Finally, there is the high level with 87 respondents representing 92,6 %; this percentage is interpreted that this group did take into consideration their experience as pre-professional practices for the job to which they are applying; their previous experiences show that they generated a great impact and were a determining factor for the applicant’s entry to the job position.

Table 11. Frequency of the training and education dimension

		Frequency	Percentage
Valid	Low	2	2,1
	Medium	6	6,4
	High	86	91,5
	Total	94	100

This table shows the results of the third dimension of the Labor Market Insertion variable, which is Training and Education, divided into Low with a frequency of 2, representing 2,1 %, Medium with a frequency of 6, representing 6,4 %, and High with a frequency of 86, representing 91,5 %.

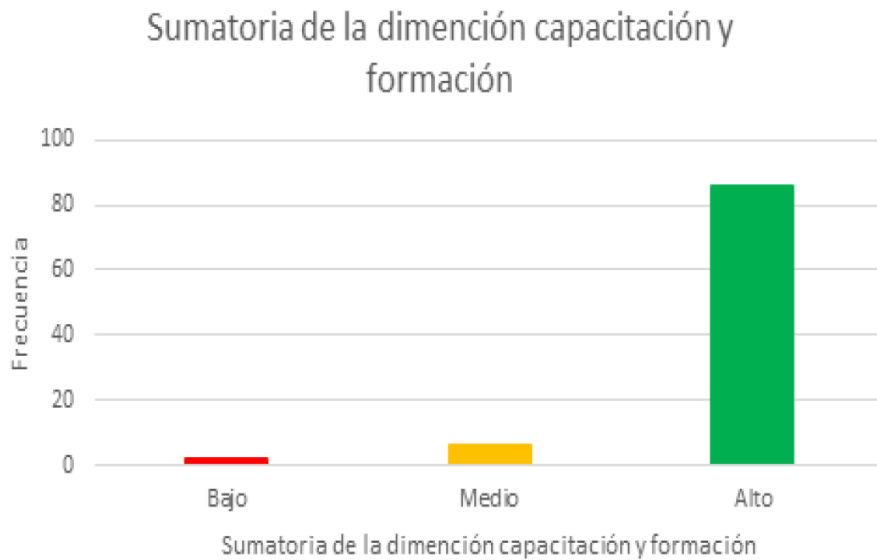


Figure 8. Graph of the training and education dimension

The results within this graph of the Training and Education dimension reveal that in the low level, there are only two respondents representing 2,1 %, thus showing that probably these people were not taken into account because their training was deficient or because of a lack of skills. In contrast, at the medium level, there are only six respondents, representing 6,4 %; this can be interpreted as the training and education of these people were considered to prepare them to improve their skills and increase their efficiency. 4 %, this can be interpreted as that the education and training of these people were taken into consideration to prepare them to improve their skills and increase their efficiency; finally, the high level has 86 respondents, who make up 91,5 %, these were successful in showing their education and training as it is evident that they had no difficulties during the process of insertion into the labour market, they excelled in showing their skills which are important for the company as well as the efficiency they have.

RESULTS

General Hypothesis: if there is a relationship between soft skills and labour market insertion among students in the last cycles of a university in northern Lima in the year 2023.

Table 12. Correlation table of variable 1 and variable 2

Correlations				
			Sum of the variable Soft skills	Sum of the labor market insertion variable
Spearman's Rho	Sum of the variable Soft skills	Correlation coefficient	1,000	0,703**
		Sig. (bilateral)		<0,001
		N	94	94
	Sum of the labor market insertion variable	Correlation coefficient	0,703**	1,000
		Sig. (bilateral)	<0,001	
		N	94	94

This table shows the cross-correlation between the variable Soft Skills and Labor Market Insertion.

Ho: soft skills are not significantly related to Labor Market Insertion in students in the last cycles of the University of North Lima in 2023.

Ha: soft skills are significantly related to labour market insertion in students in the last cycles of North Lima University in 2023.

The Rho Spearman relationship shows a result of 0,703 between variable 1, Soft Skills, and variable 2, Labor market insertion. The level is 0,01, which has a high positive correlation, and it can also be mentioned that soft skills influence labour market insertion because these skills allow good performance in the labour market.

Skills allow a good performance of a person who applies for a job and is evaluated not only in the academic

aspect but also with the behaviour and skills to which he/she can contribute.

Contrastation: as a result, it is obtained that in the range of significance degree $P= 0,001<0,005$, the hypothesis H_a is affirmed and the hypothesis H_o is denied. This indicates a consonance between the variables studied in the students of the last cycles of a university in northern Lima.

Specific Hypothesis 1: interpersonal skills are significantly related to labour market insertion in students of the last cycles of a university in northern Lima in the year 2023.

Table 13. Correlation table for dimension 1 and variable 2

Correlations				
			Sum of the variable Soft skills	Sum of the labor market insertion variable
Spearman's Rho	Sum of the variable Soft skills	Correlation coefficient	1,000	0,601**
		Sig. (bilateral)		<0,001
		N	94	94
	Sum of the labor market insertion variable	Correlation coefficient	0,601**	1,000
		Sig. (bilateral)	<0,001	
		N	94	94

This table shows the cross-correlation between the Interpersonal Skills Dimension and the Labor Market Insertion Variable.

H_o : Interpersonal skills are not significantly related to labour market insertion in students in the last cycles of a university in northern Lima in 2023.

H_a : Interpersonal skills are significantly related to labour market insertion in students in the last cycles of a university in northern Lima in 2023.

The Rho Spearman relationship shows a result of 0,601 between dimension one, Interpersonal Skills, and variable 2, Labor market insertion. The level is 0,01, which has a high positive correlation. In addition, the use of interpersonal skills that allow establishing a bond with a person, highlighting assertive communication and interaction, make entry into the labour market much simpler since these skills generate confidence and security, something that many companies are looking for.

As a result, it is obtained that in the range of significance degree $P= 0,001<0,005$, the hypothesis H_a is affirmed, and the hypothesis H_o is denied. This indicates compatibility between interpersonal skills and labour market insertion among students in the last cycles of a university in northern Lima.

Specific Hypothesis 2: there is a relationship between cognitive skills and labour market insertion among students in the last cycles of a university in northern Lima in the year 2023.

Table 14. Correlation table of dimension 2 and variable 2

Correlations				
			Sum of the variable Soft skills	Sum of the labor market insertion variable
Spearman's Rho	Sum of the variable Soft skills	Correlation coefficient	1,000	0,530**
		Sig. (bilateral)		<0,001
		N	94	94
	Sum of the labor market insertion variable	Correlation coefficient	0,530**	1,000
		Sig. (bilateral)	<0,001	
		N	94	94

This table shows the cross-correlation between the Cognitive Skills Dimension and the Labor Market Insertion Variable.

H_o : cognitive skills are not significantly related to labour market insertion in students in the last cycles of a university in northern Lima in 2023.

H_a : cognitive skills are significantly related to labour market insertion in students in the last cycles of North Lima University in 2023.

The Rho Spearman relationship shows a result of 0,530 between dimension 2, Cognitive Skills, and variable 2, Labor market insertion. The level is 0,01, which has a high positive correlation; it can also be mentioned that cognitive skills play a fundamental role since they allow retention, processing, reasoning and a better understanding of the information that is captured, thus allowing the worker to stand out by complying with what is required.

As a result, in the range of significance degree $P = 0,001 < 0,005$, hypothesis H_a is affirmed, and hypothesis H_o is denied. This indicates a concordance in the relationship between the cognitive skills dimension and the labour market insertion studied in the students of the last cycles of a university in northern Lima.

Specific Hypothesis 3: if there is a relationship between emotional intelligence and labour market insertion in students in the last cycles of a university in northern Lima in the year 2023.

Table 15. Correlation table of dimension 3 and variable 2

		Correlations		
			Sum of the variable Soft skills	Sum of the labor market insertion variable
Spearman's Rho	Sum of the variable Soft skills	Correlation coefficient	1,000	0,812**
		Sig. (bilateral)		<0,001
		N	94	94
	Sum of the labor market insertion variable	Correlation coefficient	0,812**	1,000
		Sig. (bilateral)	<0,001	
		N	94	94

This table shows the cross-correlation between the Emotional Intelligence Dimension and the Labor Market Insertion Variable.

H_o : emotional intelligence is not significantly related to labour market insertion in students in the last cycles of a university in northern Lima in 2023.

H_a : emotional intelligence is significantly related to labour market insertion in students of the last cycles of a university in northern Lima in the year 2023.

The Rho Spearman relationship shows a result of 0,812 between dimension three, Emotional Intelligence, and variable 2, Labor market insertion. The the level is 0,01, which has a very high positive correlation; in addition, it can be mentioned the importance of the use of emotional intelligence to obtain a job because the management of emotions is essential to managing any organization and staff also, with correct management of emotions and especially empathy, you can maintain an excellent working environment which allows the company to have a course towards success.

As a result, it is observed that in the range of significance degree $P = 0,001 < 0,005$, the H_a hypothesis is affirmed, and the H_o hypothesis is denied. This is an indicator that there is a consonance between the emotional intelligence dimension and the labour market insertion variable observed in the students of the last cycles of a university in North Lima.⁽³⁴⁾

According to the research, the objective of the study is to demonstrate the connection between soft skills and labour market insertion of students in their final years at a university in northern Lima, for which a 30-question questionnaire was used to collect data with the main objective of understanding and observing the variables mentioned. After Spearman's RHO correlation was found, a result was obtained that stated that there is a significant relationship. According to the respondents, they are willing to develop soft skills and improve their labour market insertion.⁽³⁵⁾ In the same line, Girón et al.^(16,31,46) allude in their research for which they used a 58-question questionnaire, whereas a conclusion, they mention that the greater the development of soft skills, the easier access to insertion.⁽³⁶⁾ This is manifested in the correlation of its variables with its dimensions; for example, relating the dimension "relating socially" has a high significance with labour market insertion since interpersonal ties are very nourishing for the development of people in society.⁽³⁷⁾ On the other hand, Bonelli et al.⁽⁵³⁾, using the Social Skills Scale instrument obtained under the Binary Logistic Regression method, found that 17 % of the social skills influence labour market insertion, which denotes a low significance.⁽³⁸⁾ However, it is shown that they are still important for insertion since they allow the person to be competitive and have many skills when developing in this process and to be efficient and effective.⁽³⁹⁾

Concerning the Interpersonal Skills dimension, specific hypothesis 1 is approved, where it is mentioned that there is a relationship with labour market insertion.⁽⁴⁰⁾ Thus, these are beneficial since they allow the student to establish bonds using assertive communication, confidence and security, which are highly sought-after skills in today's labour market.⁽⁴¹⁾ That is why Barzola et al.⁽⁴²⁾ using two significances Kendall et al.⁽⁴³⁾ mentions that

at the company level, knowledge or academic aspects do not significantly influence the insertion of young people since companies beyond technical skills are looking for people who know how to perform at a personal level with their work environment generating an added value. Along the same lines, Rodríguez et al.⁽⁴⁴⁾, using the measurement criteria of Forner and Lacker, mentions that 80 % of the companies lack personnel with developed soft skills, which generates negative situations in the organization.⁽⁴⁵⁾ This is evident in his research, demonstrating that these skills influence employability since companies lacking professionals who have them request them to a greater extent and the people who possess them will be more attractive in the labour market.^(46,47,48)

Regarding cognitive skills, the result was the approval of the hypothesis, which mentions that there is a relationship with the employability variable since cognitive skills allow better processing of the information received and a correct understanding to start a project or give an answer to a specific question, This result demonstrates the great importance that a person should have developed these skills, given that Quezada et al.⁽⁴⁹⁾ mentions that the scarce presence of soft skills results in greater difficulty in finding work for young people, which can lead them to fall into unemployment, while the greater the development of soft skills, the greater the possibility of finding a job.⁽⁵⁰⁾ Completing this idea, Rodríguez et al.⁽⁵¹⁾ mentions that the market has evolved, so trained personnel regarding knowledge and skills are needed. Unfortunately, 80 % of companies need more personnel with these skills, which, in the long run, instead of generating solutions for the company's progress, will represent an obstacle to said progress or the search for a solution.^(52,53)

Finally, emotional intelligence was obtained. As a result, this does have a relationship with labour insertion; emotional intelligence allows the individual to know the environment where he/she is and to know how to manage his/her emotions; likewise, knowing his/her emotions and having the management of them in front of the collaborators allows a correct relationship, so that he/she knows how to act in front of different circumstances in a work environment or the process of a labour insertion.⁽⁵⁴⁾ About what was previously said, Fuentes et al.⁽⁵⁵⁾ in research, sought to know what was the reason for unemployment among young people, where the results show that soft skills have a significant influence since they make the presentation of a young person more attractive to the labour market. If soft skills are mentioned, emotional intelligence also plays a fundamental role, since nowadays companies need people who have the capacity and emotional maturity to face a difficult situation or crisis within an organization; in addition, Espinoza et al.⁽⁵⁶⁾ mention the importance of soft skills within the work environment and how they generate satisfaction within a company, because they allow a correct development with the use of emotional intelligence, knowing how to act in different cases and situations within the company.

CONCLUSIONS

The soft skills variable is significantly related to labour market insertion, as evidenced by the surveys conducted, where most respondents are willing to develop these skills for their future insertion. Likewise, this relationship is reaffirmed according to our antecedents, observing once again its importance for the personal and professional development of the students.

From the analysis carried out for the interpersonal relations dimension, it was found that these greatly influence labour market insertion since skills such as assertive communication, security, and confidence are currently in great demand by organizations. Some of the referenced authors mention that nowadays, companies are looking not only for people with a lot of technical knowledge and interpersonal skills, which generates added value for them.

This generates added value for them, mentioning that these people relate easily among peers, generating a better work environment.

According to the results obtained during the development of this research, the significant relationship between cognitive skills and the labour insertion variable is confirmed since cognitive skills play a role that contributes to searching for and obtaining a job. This is because a person's ability to receive, process, and understand information generates efficiency, making the person a piece that contributes to the company and generates a bond of understanding with the collaborators.

Through the analysis made concerning emotional intelligence, it is concluded that emotional intelligence has a considerable degree of significance, confirming the influence of emotional intelligence on labour insertion. It is also highlighted that intelligence is valued and tested during job interviews, where the most valued item is the control and management of emotions, which allows an applicant or trainee to achieve an effective relationship with employees and generate a stable organizational climate, also with the opportunity to aspire to positions with greater importance. The authors mention that using and correctly managing emotional intelligence generates more efficient solutions to organizational, personal and academic problems.

RECOMMENDATIONS

It is recommended that universities give greater importance to developing soft skills in the educational process. However, it is true that if they promote them, it is different from the scale that students need to have

a successful labour insertion.

Students should be genuinely interested in developing their interpersonal skills since this will make them more attractive to the labour market and enhance their human capital. This is because they will possess knowledge of their career and skills that will allow them to perform in an increasingly competitive environment, such as entering an organization.

It is recommended that universities promote the development of cognitive skills in young people of all careers through courses that integrate the curriculum, as well as the implementation of workshops and university activities where young people can develop their cognitive skills in more depth in order to prepare them when they face the search for a job.

To the houses of study, prioritize, teach and develop the emotional intelligence of their young students in various university careers; this will help young people to be more capable of handling various situations in the personal, academic and work environment, highlighting the management of emotions in a given space, thus achieving a greater number of job opportunities and being able to be taken into consideration to assume higher positions.

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FINANCING

None.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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