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A Study on Soft Skills and their Practice by Undergraduate Students

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Abstract: *This analyzed the soft skills of university among university students; and their role in the lives of graduates. Teachers and students were the subjects of the study. Two questionnaires were used as research instruments for the collection of data. Collected data was analyzed by using a percentage as a statistical tool. The study demonstrated that the soft skills play an important role in the social and professional life of the student. The main recommendations of the study are that curricular and co-curricular activities would be included in the curriculum, the seminar would be conducted, and the environment would be positive to enhance leadership ability among university students.*

Key Words: Related Services, Incentives, Four Disabilities, Parental Perception

Introduction

In an age when good scoring in subjects was the criteria of success in professional life but now competitive age required not only good marks also demand soft skills are demand for jobs. It modifies the students and enables them to deal with the situation. It develops the attitudes of students and helps in presenting perspectives. In the job market, hire those candidates who have good skills and present themselves with confidence. Soft skills become necessary for students' education and future success. Soft skills are not visible like academic skills; it gives the finishing touch of a student's personality. Hard skills and soft skills are equally important in social and professional life (Raybould et al., 2005). Moreover, soft skills are socio-emotional qualities that are important for *"personal growth, social engagement, academic and professional success"*. Today's universities need to inculcate soft skills among students (Bennett et al., 1999; Heckman & Kautz, 2016).

It is widely acknowledged that our society is moving towards information or knowledge as a result of the pervasive presence of technology. The *"information society metaphor refers to an 'explosion' of information and information systems, the knowledge society metaphor is more focused on economic systems in which ideas or knowledge are traded as commodities"* (Anderson, 2008, p. 5). Moreover 21st century demand of education has changed; new ways of teaching and learning have been adopted, and students need a new thing to live in this changing world. Soft skills become the need of students in this competitive age. Soft skills are learned behaviors that build students personality and career prospects. It provides significant *"practical orientation to the students and builds their skills of communication, business correspondence, presentations, team-building, leadership, time management, group discussions, interviews and interpersonal skills that help students in career advancement"* (Duncan, 2009).

The new millennium is based on challenges, technologies and innovation. The technological revolution has had a great impact on society and culture. We live in a challenging, competitive, diverse, globalized, and complex society (Blundell et al. 1999). Technically it is 21st century, and in this

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challenging age, students are facing new social and environmental issues. To solve the issues, it is the need of students to create change personally, socially, economically, and politically. It is necessary with this innovative age to adopt the new paradigm of education; to solve the new problem of the rapidly changing world. It is the need of time to develop 21ˢᵗ century skills. However, new century education not only developed academic skills and also developed soft skills in students. So, the new century education curriculum is interdisciplinary, integrated, project-based that develops skills such as *"critical thinking and problem solving, collaboration, communication, accessing and analyzing the information, inquisitiveness and thoughts"* (Moss & Tilly 1996, p. 9).

A skill is an ability that one possesses to carry out a task with energy in a specific time to attain certain goals. In this new competitive age, education based on skills and skills is the ability that one has possessed from knowledge experience. It is the ability to do well, excellence performance or it is the special training in which one get expertise. Generally, *"there are two types of skills: hard skills and soft skills, whereas soft skills are a collection of personal abilities, positive attributes, and competencies"* (Hager, Crowley & Garrick, 2000, p. 11) to enhance performance at the job. All the personal abilities such as *"well listening, communication, be positive, handle conflict, responsibility, show respect, build trust, work well , manage time effectively, accept criticism, work under pressure, friendliness, and demonstrate in good manners. Hard skills"* are tangible, observable, measurable, specific, professional or technical abilities, requirements of a job or occupation for carrying out a task. However, the knowledge of machine operation – computer procedures, safety standards, financial systems, technical analysis, and sales administration are the hard skills"* (Ahmad, 1998, p.28).

Soft skills are a cluster of personality traits, such as communication –humor, body language, presentation skill, storytelling skill; leadership skills like team building, mentoring, decision making, supervising, interpersonal skills including self-confidence, positive attitude, self-awareness, competitiveness, friendliness; creativity skills – problem-solving, critical thinking, professional skills like motivation; academic skill –observation,

life skills –good behavior, responsibility, making the connection with others. In this competitive age, soft skills are important for a successful life. Soft skills play an important role in the social and professional life of university students. It develops the personality of the student and makes them a role model for others. The phrase "soft skills" are the skills that develop relationships with others. Soft skills are the characteristics or behaviors that become the recognition of one's person. These traits or qualities make us different in terms of others; generally, these are habits and attitudes of a person and how he interacts with others. They are un-tangible and learn from life experience through education, expertise and professional talent and developed personality. Soft skills are social traits like friendliness, selflessness, being helpful and other human traits (Kemper 1999; Mc, Murchie 1998).

In this changing world, students need new things in new ways to live in a challenging age. According to the time, 21ˢᵗ century content should base on soft skills that fulfill the demand of society. It base on learning and innovation, ethics and professional rules, information, media and technology skills and professional development (Van Oort et al., 2009). Engage the 21ˢᵗ century learner in activities and make them expert in new skills to compete with new challenges. Furthermore, this innovative learning not only developed important academic skills but also developed the most important non-academic skills which known as soft skills (Wraga, 2010). Moreover, this modern age depend on innovative knowledge and ideas. It is the need of time people to generate new knowledge and ideas in the workplace and society. Countries need to develop skilled people through education and training. It is the need to develop skills for innovation and future development. A broad range of skills such as academic skills technical skills and many soft skills such as communication skill, problem-solving skill, creativity and leadership skills contributes in innovation. People also needed these skills to live in innovative age. Technical skill is essential for any type of work, but soft skills are more important (Silva, 2009, p. 631).

Soft skills like *"communication, interpersonal skills, group dynamics, teamwork, body language, etiquettes, selling skills, presentation skills, confidence building, leadership ability, problem-solving, motivation, emotional intelligence*

developed the confidence of students". Academic skills, experience and level of expertise are included in hard skills while soft skills are transferable skills such as "communication, leadership ability, and self-development. According to research *"soft skills are necessary for the workplace 75% of job success depend on soft skills while 25% job success depends on hard skills while technical skills contribute only 15% for success while 85% of success depends on soft skills. Soft skills are important for a job. Companies want to hire, retain and promote persons who are dependable, resourceful, ethical, self-directed, have effective communication, willing to work and learn, and having a positive attitude. In competitive environment good interpersonal skills, positive attitude, effective listening, time management, communication skills, and self-confidence, enthusiasm, would make the youth to achieve greater success"* (Rani et al., 2010, p. 45).

Soft skills develop *"personalities, attributes, qualities and personal behavior, communication, problem-solving, self-motivation, decision-making, and time management skills, teamwork and cooperation, interpersonal communication, energy and passion, problem solving skills and these skills are more important for an employer"* (Robles, 2012, p. 11). Soft skills play an important role in developing the personality of students. Soft Skills are imparted to modify the student's attitudes, standards, thinking, enthusiasm, requirements, manner, keenness to learn, compliance to share and embrace new ideas, goal direction, litheness, point of view, innovative thinking, decision, negotiation and various skills sets of communication, good manners and etiquette. These skills help how to deal with complicated situations carefully and correctly. Furthermore, soft skills not only develop students' personalities also improve their communication and presentation ability. Soft skills help the students in professional careers and in developing social relations. Moreover, the achievement of soft skills such as ethics, emotional intelligence, language and communication, management, teamwork is important not only for the professional field, also developed the personality of students (Noll & Wilkins, 2002). Furthermore, to take complete charge of life strong positive behavior, values, and skills are more important for young professionals. Effective communication and interpersonal skills develop the ability in students to compete in

business life and increase more employment opportunities (Klaus, 2010). Soft Skills develop the personality in two ways: in one way develop attitudes and attributes, and the other way develop fine-tuning communication skills to express attitudes, ideas, and thoughts in a better way. Furthermore, soft skills become important for students' higher education and jobs. Companies hire only those candidates who are smart and present themselves well. Moreover, soft skills are not visible like hard skills; it gives the finishing touch of a student's personality (Azim et al., 2010).

Soft skills are educated *"behaviors which require training and focused application"* or developed the ability of teamwork among students. These skills not only developed students' personalities also help in their career. Effective communication is the heart of success, it *"increase employment opportunities and help to compete successfully in the business environment."* Through training, different soft skills developed in students such as "*communication, the effective use of English, business correspondence, presentations, team-building, leadership, time management, group discussions, interviews and interpersonal skills"* (Robles (2012, p.21). The *"real key to the effectiveness of professionals is their ability to put their domain knowledge into effective practice. In this context, soft skills have a crucial role to play. It also helps students in career visioning and planning, effective resume writing and dealing with placement consultants and head hunters. Furthermore, in all organizations, soft skills are considered as major competency, even in technical environments now employers give more value to soft skills. It is more important to students make deliberate efforts to acquire soft skills"* (Mitchell, 2010, p.53).

Even so, "soft skills and hard skills both are important for professional and social life. Hard skills are technical skills, whereas soft skills are at the surface, providing finishing touches for success. The blend of both skills is essential for personal, professional and social success" (Kechagias, 2011, p.6). Soft skills help the students in facing the challenges of life. Soft skills are "required at each of the three levels of interaction such as (i) with self, (ii) the internal business environment and (iii) the external environment. Furthermore, it is the need of time student's focus should be on learning soft skills rather than on

academic skills. Time management, being accountable and having strong work ethics are more beneficial skills for students in a competitive environment. Soft skills increase the potential of students for employment and able them to face the challenges of the present time. To compete with the challenges of life, students need to develop the abilities such as communication skills, strategic planning skills, self-awareness, analytical thinking, leadership skills, and teambuilding skills" (Robles, 2012, 9).

Objectives of the Study

The purpose of the study was to analyze the soft skills of university students. In the education system of Pakistan importance given to academic skills while soft skills are more important in every phase of life and without soft skills every skill is imperfect. So, the researcher decided to analyze the soft skills of university students. The objective of the study was, Understand soft skills, analyze the soft skills of university students, need of soft skills in developing the personality of students.

Significance of Study

The study will be helpful to student's social and professional life. It will be helpful in developing soft skills among university students. It will be helpful in the academic and professional lives of students. This research will be helpful in the personality development of university students. It will be helpful in carrier selection and achieving goals.

Delimitations of the Study

Present research design to analyze the soft skills of university students. Due to limited time, the research was limited to the teachers and students of Islamia University Bahawalpur.

Research Methodology

This research was descriptive in nature.

A quantitative research design was used for the collection of the data for the current study. Questionnaires were used to collect the data from students and teachers of the Islamia University of Bahawalpur. The main focus of the study was to analyze the soft skills of university students. So, the population of the study was consisted of all the teachers and students of Islamia University Bahawalpur. Basically, a sample of the study is a group of the selected subjects that represents the whole population of the study, which the researcher selected for the research study. So, 100 teachers and 300 hundred students were selected randomly as the sample of the study to collect the data from the Islamia University Bahawalpur.

Research Instrument

The world has been changing more rapidly and competition is increasing with this changing world. It is the need of time to emphasize on innovation and developed new skills to compete with this challenging world. The innovation age needs to develop new knowledge and skills for a strong future. A number of skills contribute in innovation and "soft skills" are more important. So, the researcher aimed to analyze the soft skills of university students. Moreover, the researcher develop two questionnaires one for teachers having 13 statement and the other for students having 24 statements, to calculate the reliability of the results the value of the Cronbach's alpha coefficient was 0.866, which is above the brink value of 0.7 hence the questionnaire was trustworthy adequate.

Data Analysis

Data were collected from the students and teachers of The Islamia University of Bahawalpur and were analyzed by using SPSS data analysis sheet, frequency, percentage, mean score were calculated and presented.

Table 1. Response of the university teachers about "soft skills".

S. No	Statements		SA	A	UNC	DA	SDA	Mean
1	University students use soft skills in developing human relationships.	F	132	59	7	2	0	4.61
		%	66.0	29.5	3.5	1.0	0	
2	University students use soft skills in developing collaboration.	F	70	61	60	5	2	3.97
		%	35.0	30.5	30.0	2.5	1.0	
3	University students use soft skills in developing a positive attitude.	F	78	78	10	29	5	3.98
		%	39.0	39.0	5.0	14.5	2.5	
4		F	96	60	28	13	3	4.17

S. No	Statements		SA	A	UNC	DA	SDA	Mean
	University students use soft skills in confidence-building.	%	48	30	14.0	6.5	1.5	
5	University students use soft skills in building self-awareness.	F	64	95	19	10	12	3.95
		%	32.0	47.5	9.5	5.0	6.0	
6	University students use soft skills in Building social awareness.	F	85	78	24	6.0	7.0	4.14
		%	42.5	39.0	12.0	3.0	3.5	
7	University students use soft skills in developing flexibility.	F	76	77	38	8	8	3.99
		%	38.0	35.0	19.0	4.0	4.0	
8	University students use soft skills in developing humility.	F	58	88	23	25	6	3.84
		%	29.0	44.0	11.5	12.5	3.0	
9	University students use soft skills in developing punctuality.	F	59	69	28	27	17	3.63
		%	29.5	34.5	14.5	13.5	8.5	
10	University students use soft skills to develop a sense of responsibility.	F	53	85	31	13	18	3.71
		%	26.5	42.5	15.5	6.5	9.0	
11	University students use soft skills in developing mannerism.	F	49	90	27	23	11	3.72
		%	24.5	45.0	13.5	11.5	5.5	
12	University students use soft skills in developing social life.	F	102	76	3	14	5	4.28
		%	51.0	38	1.5	7.0	2.5	
13	University students use soft skills in developing vision	F	87	68	28	12	5	4.10
		%	43.5	34.0	14.0	6.0	2.5	
14	University students use soft skills in developing honesty.	F%	51	95	22	22	10	3.78
			25.5	47.5	11.0	11.0	5.0	
15	University students use soft skills in developing positive character.	F	73	81	13	17	16	3.89
		%	36.5	40.5	6.5	8.5	8.0	
16	University students use soft skills in developing persistence.	F	65	77	21	14	23	3.74
		%	32.5	38.5	10.5	7.0	11.5	
17	University students use soft skills in achieving the goal.	F	75	75	18	14	18	3.88
		%	37.5	37.5	9.0	7.0	9.0	

Table 1 indicates that 95% of the respondents agreed to the statements that university students used soft skills in developing human relationships, while 3% uncertain and 1% disagreed with the statement. The mean score of 4.61 strongly supported the statement indicating that university students used soft skills in developing human relationships. Whereas 65% of the respondents agreed to the statements that university students used soft skills in developing collaboration, while 30% were uncertain, and 3% disagreed with this statement. The mean score of 3.97 strongly supported the statement indicating that university students used soft skills in developing collaboration. Furthermore, 78% of the respondents agreed to the statements that university students used soft skills in developing a positive attitude, while 5% were uncertain and 17% disagreed with this statement. The mean score of 3.98 strongly supported the statement indicating that university students used soft skills in developing a positive attitude. The table also

represents that 78% of the respondents agreed to the statements that university students used soft skills in confidence building, while 14% were uncertain and 8% disagreed with this statement. The mean score of 4.17 strongly supported the statement indicating that university students used soft skills in confidence-building. Moreover, 79% of the respondents agreed to the statements that university students used soft skills in building self-awareness, while 9% were uncertain, and 11% disagreed with this statement. The mean score of 3.95 strongly supported the statement indicating that university students used soft skills in building self-awareness.

Table also represents that 81% of the respondents agreed to the statements that university students used soft skills in building social awareness, while 12% uncertain and 6% disagreed with this statement. The mean score of 4.14 strongly supported the statement indicating that university students used soft skills in building social awareness. Furthermore, 71% of the

respondents agreed to the statements that university students used soft skills in developing flexibility, while 19% were uncertain and 8% disagreed with this statement. The mean score of 3.99 strongly supported the statement indicating that university students used soft skills in developing flexibility. Moreover, 73% of the respondents agreed to the statements that university students used soft skills in developing humility, while 11% were uncertain and 15% disagreed with this statement. The mean score of 3.84 strongly supported the statement indicating that university students used soft skills in developing humility. Table also represents that 64% of the respondents agreed to the statements that university students used soft skills in developing punctuality, while 14% uncertain and 22% disagreed with this statement. The mean score of 3.63 strongly supported the statement indicating that university students used soft skills in developing punctuality. Moreover, 69% of the respondents agreed to the statements that university students used soft skills in developing responsibility, while 15% were uncertain and 15% disagreed with this statement. The mean score of 3.71 strongly supported the statement indicating that university students used soft skills in developing responsibility.

Moreover table represents that 69% of the respondents agreed to the statements that university students used soft skills in developing mannerism, while 13% uncertain and 17% disagreed with this statement. The mean score of 3.72 strongly supported the statement indicating that university students used soft skills in developing mannerism. Furthermore, 89% of the respondents agreed to the statements that university students used soft skills in developing

social life, while 1% uncertain and 9% disagreed with this statement. The mean score of 4.28 strongly supported the statement indicating that university students used soft skills in developing social life. Table also represents that 77% of the respondents agreed to the statements that university students used soft skills in developing vision, while 14% uncertain and 8% disagreed with this statement. The mean score of 4.10 strongly supported the statement indicating that university students used soft skills in developing vision. Moreover, 73% of the respondents agreed to the statements that university students used soft skills in developing honesty, while 11% were uncertain and 16% disagreed with this statement. The mean score of 3.78 strongly supported the statement indicating that university students used soft skills in developing honesty. Furthermore, 77% of the respondents agreed to the statements that university students used soft skills in developing positive character, while 6% uncertain and 16% disagreed with this statement. The mean score of 3.89 strongly supported the statement indicating that university students used soft skills in developing positive character. Table also represents that 71% of the respondents agreed to the statements that university students used soft skills in developing persistence, while 10% uncertain and 18% disagreed with this statement. The mean score of 3.74 strongly supported the statement indicating that university students used soft skills in developing persistence. Moreover, 75% of the respondents agreed to the statements that university students used soft skills in achieving goals, while 9% were uncertain and 16% disagreed with this statement. The mean score of 3.88 strongly supported the statement indicating that university students used soft skills in achieving goal.

Table 2. Response of university students about "soft skills".

S. No	Statements		SA	SDA	UNC	DA	SDA	Mean
1	Soft skills facilitate university students in developing human relationships	*F*	181	95	15	6	3	4.48
		%	60.0	31.7	5.0	2.0	1.0	
2	Soft skills facilitate university students in developing confidence	*F*	80	166	39	11	4	4.02
		%	26.0	55.3	13.0	3.7	1.3	
3	Soft skills facilitate university students in developing social life	*F*	96	102	74	14	14	3.84
		%	26.7	55.3	13.0	3.7	1.3	
4	Soft skills are helpful in extending courtesy among university students.	*F*	111	101	51	32	5	3.94
		%	37.0	33.7	17.0	10.7	1.7%	
5	Soft skills enable university students to take initiative.	*F*	83	128	46	14	29	3.74
		%	27.7	42.7	15.3	4.7	9.7	

S. No	Statements		SA	SDA	UNC	DA	SDA	Mean
6	Soft skills facilitate university students to live peacefully.	*F*	124	98	55	12	11	4.04
		%	41.3	32.7	18.3	4.0	3.7	
7	Soft skills help university students in presenting viewpoint in an easy way.	*F*	87	112	56	26	19	3.74
		%	29.0	37.3	18.7	8.7	6.3	
8	Soft skills promote team building spirit among university students.	*F*	105	109	55	14	17	3.90
		%	35.0	36.3	18.3	4.7	5.7	
9	Soft skills enhance morale among university students.	*F*	95	119	52	15	19	3.85
		%	31.7	39.7	17.3	5.0	6.3	
10	Soft skills enhance mutual trust among university students.	*F*	85	121	59	16	19	3.79
		%	28.3	40.3	19.7	5.3	6.3	
11	Soft skills encourage university students to accept the challenges of life.	*F*	97	79	66	29	29	3.62
		%	32.3	26.3	22.0	9.7	9.75	
12	Soft skills develop vision in university students.	*F*	81	126	52	28	13	3.78
		%	27.0	42.0	17.3	9.3	4.3	
13	Soft skills develop positive character in university students.	*F*	106	96	44	33	21	3.78
		%	35.5	32.0	14.7	11.0	7.0	
14	Soft skills help university students to argue respectfully.	*F*	97	98	53	19	33	3.69
		%	32.3	32.7	17.7	6.3	11.0	
15	Soft skills promote mannerism among university students.	*F*	131	109	38	9	13	4.12
		%	43.7	36.3	12.7	3.0	4.3	
16	Soft skills develop decision making ability among university students.	*F*	84	131	52	18	15	3.84
		%	28.0	43.7	17.3	6.0	5.0	
17	Soft skills promote ethics among university students.	*F*	110	91	63	22	14	3.87
		%	36.7	30.3	21.0	7.3	4.7	
18	Soft skills make university students trustworthy.	*F*	92	110	57	18	23	3.77
		%	30.7	36.7	19.0	6.0	7.7	

Table 2 indicates that 92% of the respondents agreed to the statements that university students used soft skills in developing human relationships, while 5% uncertain and 3% disagreed with the statement. The mean score of 4.48 strongly supported the statement indicating that university students used soft skills in developing human relationships. Whereas, 82% of the respondents agreed to the statements that university students used soft skills in developing confidence, while 13% were uncertain and 5% disagreed with this statement. The mean score 4.02 strongly supported the statement indicating that university students used soft skills in developing confidence. Furthermore, 66% of the respondents agreed to the statements that university students used soft skills in developing social life, while 25% were uncertain and 9% disagreed with this statement. The mean score of 3.84 strongly supported the statement indicating that university students used soft skills in developing social life. Table also represents that 71% of the respondents agreed to the statements that university students used soft skills in extending courtesy among university students, while 17% uncertain and 12% disagreed with this statement. The mean score of 3.94 strongly supported the statement indicating that university students used soft skills are helpful in extending among university students. Moreover, 70% of the respondents agreed to the statements that university students used soft skills to enable university students to take initiative, building, while 15% were uncertain and 14% disagreed with this statement. The mean score of 3.74 strongly supported the statement indicating that university students used soft skills in building self-awareness.

Table also represents that 74% of the respondents agreed to the statements that soft skills facilitate university students to live peacefully, while 18% uncertain and 8% disagreed with this statement. The mean score 4.04 strongly supported the statement indicating that soft skills facilitate university students to live peacefully. Furthermore, 66% of the respondents agreed to the statements that university students in

presenting viewpoint in an easy way, while 19% were uncertain and 15% disagreed with this statement. The mean score of 3.74 strongly supported the statement indicating that university students use soft skills in presenting viewpoints in an easy way. Moreover, 71% of the respondents agreed to the statement that soft skills promote team building spirit among university students, while 18% were uncertain and 10% disagreed with this statement. The mean score of 3.90 strongly supported the statement indicating that soft skills promote team building spirit among university students. Table also represents that 71% of the respondents agreed to the statements that soft skills enhance morale among university students, while 17% uncertain and 11% disagreed with this statement. The mean score of 3.85 strongly supported the statement indicating that soft skills enhance morale among university students. Moreover, 69% of the respondents agreed to the statements that soft skills enhance mutual trust among university students, while 15% uncertain and 15% disagreed with this statement. The mean score of 3.71 strongly supported the statement indicating that soft skills enhance mutual trust among university students. Moreover table represents that 59% of the respondents agreed to the statements that soft skills encourage university students to accept challenges of life, while 22% uncertain and 19% disagreed with this statement. The mean score of 3.62 strongly supported the statement indicating that soft skills encourage university students to accept challenges of life. Furthermore, 69% of the respondents agreed to the statements that soft skills develop vision in university students, while 17% were uncertain and 14% disagreed with this statement. The mean score of 3.78 strongly supported the statement indicating that soft skills develop vision in university students.

Moreover table represents that 80% of the respondents agreed to the statements that soft skills promote mannerism among university students, while 13% uncertain and 7% disagreed with this statement. The mean score of 4.12 strongly supported the statement indicating that soft skills promote mannerism among university students. Furthermore, 72% of the respondents agreed to the statements that soft skills develop decision making ability among university students, while 17% uncertain and 11% disagreed with this statement. The mean score of 3.84

strongly supported the statement indicating that soft skills develop decision making ability among university students. Furthermore, 67% of the respondents agreed to the statements that soft skills promote ethics among university students, while 21% were uncertain and 12% disagreed with this statement. The mean score of 3.87 strongly supported the statement indicating that soft skills promote ethics among university students. Table also represents that 67% of the respondents agreed to the statements that soft skills make university students trustworthy, while 19% uncertain and 14% disagreed with this statement. The mean score of 3.77 strongly supported the statement indicating that soft skills make university students trustworthy.

Discussion

According to the first objective of the study to understand about soft skills results of the current study describe that soft skills are personal traits, abilities, positive thoughts and behavior rather than academic or technical skills. Moreover, soft skills are un-tangible or un-measurable personal abilities or personal characteristics. According to Zevalkin (2007) soft skills are characteristics or behavior that are un-tangible like positive attitude, self -awareness, social awareness, collaboration in peaceful living.

According to the second objective to analyze the soft skills of university students, soft skills develop mutual understanding, confidence, punctuality, responsibility, mannerism in university students. According to Kushawaha (2012) soft skills are personality abilities. Employers prefer the employs for job that have personal abilities. These skills become essential part of job. These abilities are intangible qualities that developed the personality. Students with these abilities take part in different activities, compete with the challenges and make progress in their professional careers and make them ready to get a head start in the business world.

According to the third objective need of soft skills in personality development of university students, soft skills make university students honest, persistence, trustworthy, ethics, positive character, vision, building spirit, mutual trust, presenting viewpoint in easy way, empathy. According to Protano & Googwin (2016) Soft skills help the students in managing team by providing them theoretical and realistic framework. These

skills enhance the career prospects of students by developing their personality. According to Lex & Broghan (2006) personality development is more important in every field of life. Ethics, emotional intelligence, language and communication, management, teamwork is important not only for the professional field, also develop the personality of students. To take complete charge of life strong positive behavior, value and skills are more important for students.

Conclusion

According to the results of the study, soft skills plays a positive role in every phase of life. Soft skills develop human relationships, mutual understanding, collaboration, positive attitude, confidence, self-awareness, social awareness, decision making ability, creative attitude, logical approach. Furthermore, students use soft skills in developing high energy, flexibility, humility, punctuality, responsibility, mannerism, future, vision, honesty, positive character, managing difficult task, accept challenges of life, and

achieving goals. Moreover soft skills support in academic and professional life, presenting viewpoint in an easy way. Soft skills promote interpersonal skills among university students and they get success in every phase of life. It make them helping hand and peaceful citizens of the society. Therefore soft skills should be included in the curriculum. Besides, a series of workshops, seminars should be organized for the students.

Recommendation

The study suggested that curricular and co-curricular activities should be included in the curriculum for developing soft skills in university students. Result also expressed that seminar; workshop would be conducted on soft skills. Moreover environment should be positive for developing soft skills. Furthermore, teachers should be role models, they encourage students, guide them toward moral value and help them in character building. The training session will be included in the curriculum for developing soft skills in students.

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