Fostering Holistic Development: A Comprehensive Empirical Analysis of Soft Skill Acquisition and Enhancement in The Bhopal Region

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Abstract:

This study investigates the level of preparedness of individuals within the Madhya Pradesh Region concerning the acquisition and comprehension of soft skills within the workplace context. Employing a sample of 119 respondents through the Snowball sampling technique, data analysis was conducted utilizing an Abductive approach. The assessment focuses on evaluating the proficiency of respondents in various soft skills, including critical thinking, problem-solving, and leadership abilities. This exploration addresses the critical need to bridge the gap in soft skills within the Indian professional landscape.

The distinctiveness of this research lies in its contribution to the understanding of the current status of soft skill development among individuals in the Madhya Pradesh Region. In the face of a significant soft skills deficit in India's workforce, this study highlights the specific soft skills that individuals are adept at and actively cultivating within their workplace environments. The findings of this research have profound implications for the optimization of human resource development and training programs. They offer crucial insights into the areas warranting focused enhancement in soft skill cultivation to enhance overall workforce readiness.

Keywords: Skills, Soft Skills, Soft Skill Training, Acquiring, Critical Thinking, Problem Solving

1. INTRODUCTION

These days, the term "soft skill" is used as a time umbrella that combines important skills and life skills, social gifts, energy, and morals. Moreover, it is an individual tendency that includes having a good day with others, having the option to run in a team, setting up and keeping up with a skill in the workplace. Using a smooth subculture, the coping skills are accompanied by great skills, which are completed to perform the test. To achieve success in every set-in life, gaining knowledge of soft skills is mandatory. The best with preparation, you will actually need to collect these skills. We will find the great difference between a man or a woman who is knowledgeable, capable, have a tendency to manage and someone who is inexperienced, incompetent, and untrained. without formal planning and the use of skills, the creation

of skills transforms disappointment. More recently, all skilled people can fulfil their obligations and snatch the doors that might open. Skills often try to follow the advice in a person's ability to complete a set task with any specific task. It is shown in the same way when it comes to the skill to run a flawless business. Soft skills will enable people to fulfill their responsibilities, thereby developing human skills in a short period of time and in their own rhythm. It is still more likely to provide prescribed effects within a specified period of time. Soft skills are divided into leadership skills, social skill, personal skills, and life skills. Soft skills are skills required to complete the task.

Other the other hand, skills that include motivating others, making plans and administrative skills, developing corrective skills, and more. Social skills will cover a wide range of people, exchange skills, motivational skills, and more. Also, life skills include time management, teaching, honest work skills, and more. There are two types of skills set: soft skills and strong strengths. Smooth gifts are abstract as it includes the perspective of various people. all skills are not immediately linked to work. on the other hand, strong skills speak to a specific program of skills to complete a task. Excessive skills are an in-depth and rapid specialization of how a game is played, and gentle skills are important relationship skills that are important in fulfilling responsibilities. Soft skills are continually expressed as individual development with high level of integrity, integrity, positive thinking, conversational skills, and teamwork. All of the skills listed above may be acquired through debilitating exercise. There is a wide variety of skills between gentle and kind skills. deep skills are those gifts that are acquired in school through preparation will be measured by numerical expressions. Moreover, those skills may be taught at the same time. Difficult skills situations to know welding and plumbing techniques, control of computer editing skills, bookkeeping, and other specialized skills. Skills, once acquired, remains a way of life for a long time. As an instance, they consider driving a car through going to the preparation areas. However, soft skills are important and feel fully supported, which equates to happiness.

2. LITERATURE REVIEW-

Engelberg in his 2015 book depicted the obtaining of interactive abilities or the abilities to comprehend and decipher relational connections. Perception distinguishes an assortment of non-social and interactive abilities, just as addressing abilities, listening abilities, relational abilities, critical thinking abilities, determination abilities, arrangement gifts, and then some. Instances of individual abilities and excitement for perusing, dreaming, and altering are likewise talked about top to bottom.

Greece in its 2014 test depicted delicate abilities because of the requirement for solid gifts to keep itself created and created in the evolving times. Those capacities are firmly connected with the brain and the heart. simultaneously as this might be genuine, solid abilities permit him to branch out and seek after his aspirations to turn into a designer, an instructor, a scholar, an analyst, and a human researcher. smooth abilities that empower the person to freely go too far of orientation. Daniel Goleman, with the assistance of drawing, explains the importance of human abilities and relational abilities. The image truly implies that every individual is answerable for their own behaviour. specifically, consideration and individual outcomes are interwoven. parent 1 shows an image of delicate abilities.

Ciappei in his mid-2015 review depicted a large portion of the mysterious advancement of a man or a lady affirming his abilities. docility like equity, fortitude, boldness, and resilience is forever eliminated from

the ethical sense. a portion of these extraordinary propensities at some point or another foster ability. Also, scholarly exploration separates smooth abilities like business abilities and specialized abilities. Enterprising soft skills, additionally called authority abilities, centre around abilities, for example, hazard taking, inspiration and inspiration, development, and the executive's skills. Essentially, specialized abilities permit an individual to satisfy different commitments within a set timeframe.

Nobel Prize champ James Heckman concocted a basic meaning of smooth abilities, and proceeded to say: "Delicate abilities anticipate achievement in a lifestyle." He observed that there was an unending discussion between delicate abilities and individual achievement. hence, numerous instructive and instructive organizations need to run more scholarly classes with smooth abilities. In nations like Europe, numerous endeavours to master abilities have been sent off and it has been observed that local area abilities are partitioned into individual and social associations. In all callings, the 'tuning' work partitions smooth abilities into three classifications, specifically, Social, Music, and System. Different exercises have likewise endeavoured to catch the necessary range of abilities later on. numerous current positions require specialized/educational abilities and delicate abilities to perform allotted undertakings.

One of the subjects endeavoured to foster basic soft skills that incorporate conversational abilities, direction, inspiration, the board abilities, cooperation abilities, inventive abilities, critical thinking abilities, time usage abilities, and stress the executive's abilities. Moreover, the significant delicate abilities required for an educator in the current age are likewise broadly examined. Through smooth abilities, educators can make excellence fun, educational and motivating. To draw in understudies with current procedures, educators should utilize all delicate skills like changing tone or manner of speaking where required, making outlines naturally, and that's just the beginning. Thus, the instructor set the model in the top-notch of insight. Numerous understudies can exchange their lives assuming a mentor can bring understudies to prevail up in their lives. It would likewise be more straightforward for instructors to work with their understudies in the appreciation stage. In any case, information on delicate skills permits them to be valid and moving, moving pioneers.

3. RESEARCH METHODOLOGY-
(a) **Objective-** The following is the objective for conducting the study;
- To access the level of understanding of people regarding soft skill at Madhya Pradesh Region.
- To know the level of preparation of people with reference to acquiring and practicing soft skills at workplace.

b) Research Approach and method- The present research is based on Abductive Approach. The type of research is empirical and research design is descriptive in which cross- sectional has been taken from Madhya Pradesh Region. For the purpose of collecting primary data, online survey method was used as observing the covid-19 pandemic situation**.** A well-structured and self-developed questionnaire was prepared based on attitudinal scale. Snowball sampling technique was used to collect the data. Sample size was of 150 participants while data was collected from 119 respondents.

Further to check the difference among the respondent's understanding towards soft skills on the basis of gender. Below mentioned hypothesis was developed.

H0=There is no significant difference among the respondents towards the understanding of soft skills on the basis of their Age.

H1= There is no significant difference among the respondents towards the understanding of soft skills on the basis of their qualification.

Data Analysis Method- Data has been interpreted by calculating frequency, percentage analysis and Anova Test.

(c) Limitations of the study –

(i)   The study is restricted to the small sample size. Therefore, the results of the study cannot be generalized.

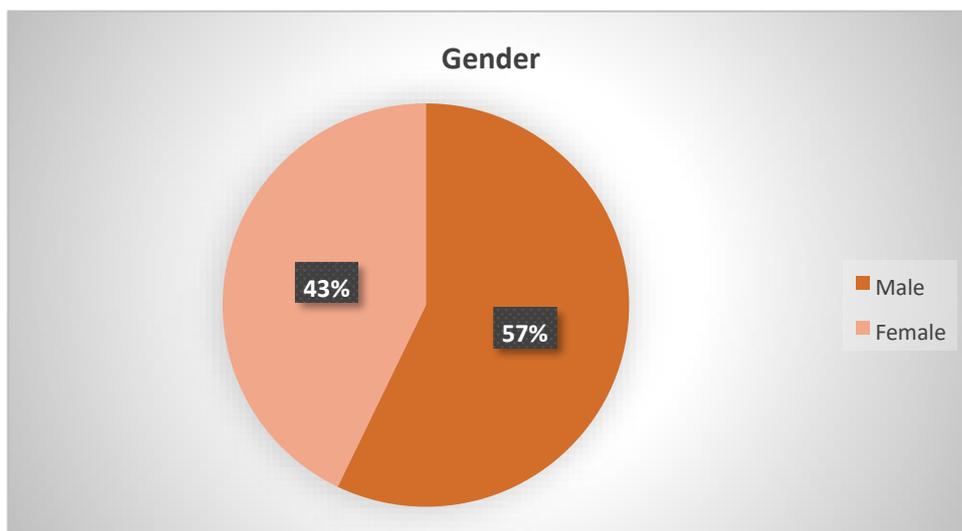(ii)   The statistical tool used to analyse the data have their own limitations.

4. DATA ANALYSIS AND INTERPRETATION
DESCRIPTIVE ANALYSIS-
Gender

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	68	57.1	57.1	57.1
	Female	51	42.9	42.9	100.0
Total		119	100.0	100.0	

TABLE 4.1

GRAPH 4.1

EXPLANATION- The study shows that there was a higher representation of males compared to females. This could suggest that either more males were targeted for participation or that males were more inclined to take part in the study compared to females. This shows that the study may have experienced challenges in recruiting and engaging female participants. Understanding the reasons for the gender disparity can help

researchers improve their recruitment strategies and tailor the study to be more appealing and inclusive for all genders.

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-28	100	84.0	84.0	84.0
	29-39	15	12.6	12.6	96.6
	40-50	1	.8	.8	97.5
	Above 50	3	2.5	2.5	100.0
	Total	119	100.0	100.0	

TABLE 4.2
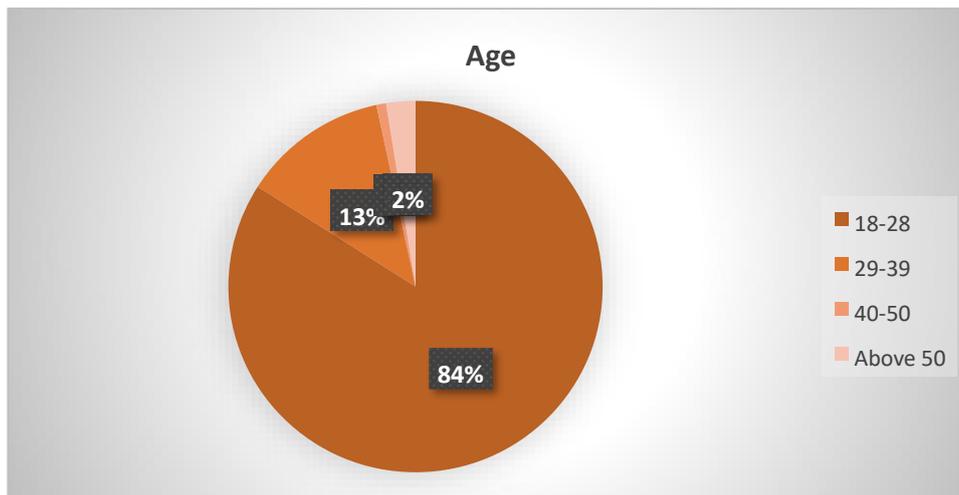
GRAPH 4.2

EXPLANATION- Age Group 18-28: The majority of the participants, comprising 84.4% of the total respondents, fell into the age range of 18 to 28 years. This indicates a significant representation of young adults in the study.

Age Group 29-39: The second most represented age group was 29 to 39 years, accounting for 12.6% of the total respondents. This suggests that there was a smaller but notable proportion of participants in their late twenties and thirties.

Age Group 40-50: A smaller percentage of respondents, i.e., 0.8%, belonged to the age range of 40 to 50 years. This indicates a low representation of middle-aged individuals in the study.

Age Group above 50: Only 2.5% of the respondents were above the age of 50. This implies that the study had a relatively low representation of older participants.

The overwhelming majority of participants being in the age group of 18-28 years suggests that the study primarily attracted young adults. This could be due to various factors, such as the topic or the method of recruitment, which might have been more appealing to younger individuals.

Highest Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Graduate	53	44.5	44.5	44.5
	Post Graduate	66	55.5	55.5	100.0
	Total	119	100.0	100.0	

TABLE 4.3

GRAPH 4.3

EXPLANATION- The study was conducted with a total of 119 respondents, and their highest qualification levels were as follows:

Post-Graduate: The majority of the participants, comprising 55.5% of the total respondents, reported having a post-graduate degree as their highest qualification.

Graduates: The second most represented group consisted of respondents with a graduate degree, accounting for 44.5% of the total participants.

The higher proportion of post-graduate respondents compared to graduates suggests that the study might have appealed more to individuals with advanced academic backgrounds. This could be due to the complexity of the research topic or the methodology used to recruit participants.

I am able to draw conclusions with examples to support my own ideas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	41	34.5	34.5	34.5
	Agree	24	20.2	20.2	54.6
	Neutral	28	23.5	23.5	78.2
	Disagree	14	11.8	11.8	89.9
	Strongly Disagree	12	10.1	10.1	100.0
	Total	119	100.0	100.0	

TABLE 4.4
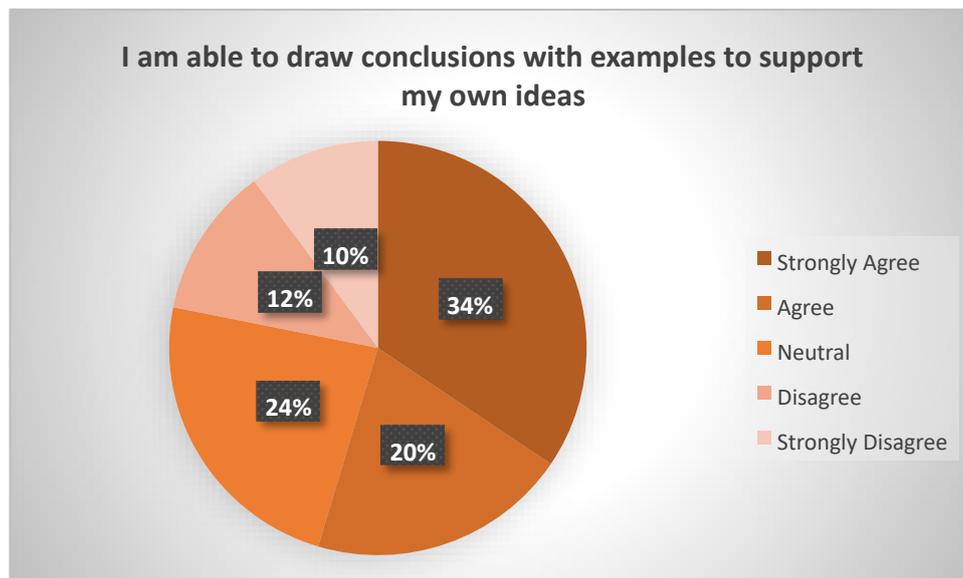
GRAPH 4.4

EXPLANATION- The study conducted with 119 respondents aimed to understand their ability to draw conclusions and support their ideas with examples. The data revealed that a significant proportion of participants, 34.5%, strongly agreed with the statement, indicating a high level of self-confidence in their critical thinking and argumentation skills. Additionally, 20.2% of respondents agreed with the statement, further supporting the notion that many participants felt capable of logically reasoning through ideas and providing supporting examples.
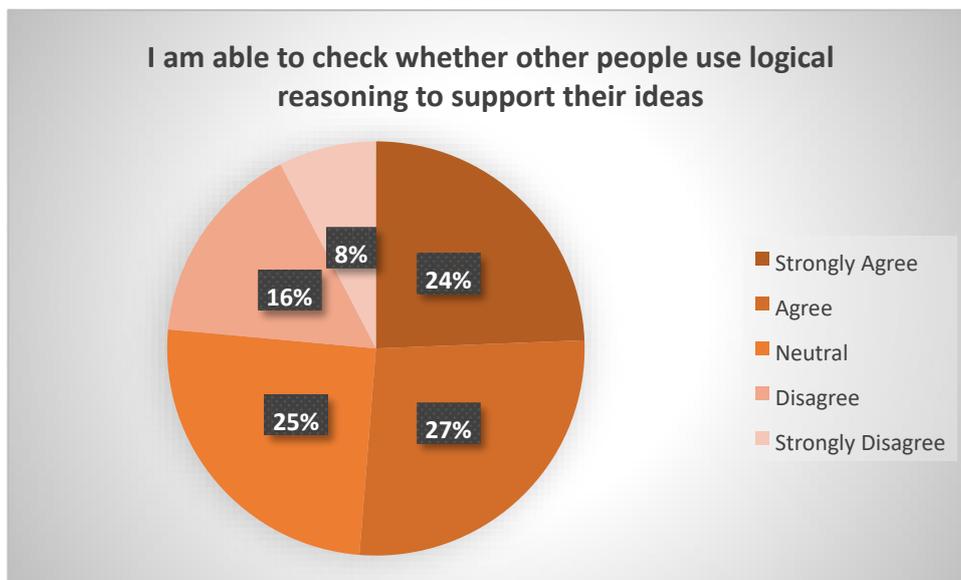
On the other hand, 11.8% of respondents disagreed with the statement, suggesting that there were individuals who did not feel confident in their ability to draw conclusions or back up their ideas with examples. Furthermore, 10.1% of respondents strongly disagreed, indicating a group of participants who felt strongly that they were unable to perform these tasks effectively.

Interestingly, 23.5% of respondents reported being unclear with their thought process regarding the statement. This ambiguity could stem from various factors, such as lack of confidence, limited experience, or uncertainty about the topic.

I am able to check whether other people use logical reasoning to support their ideas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	29	24.4	24.4	24.4
	Agree	32	26.9	26.9	51.3
	Neutral	30	25.2	25.2	76.5
	Disagree	19	16.0	16.0	92.4
	Strongly Disagree	9	7.6	7.6	100.0
	Total	119	100.0	100.0	

TABLE 4.5

GRAPH 4.5

EXPLANATION- The findings revealed that a substantial proportion of participants, 24.4%, strongly agreed with the statement, indicating a high level of confidence in their ability to identify and recognize logical reasoning in others' arguments. Additionally, 26.9% of respondents agreed with the statement, further supporting the notion that many participants believed they could effectively evaluate others' use of logical reasoning to support ideas.

On the other hand, 16% of respondents disagreed with the statement, suggesting that there were individuals who were less confident in their ability to assess logical reasoning in others' arguments. Furthermore, 7.6%

of respondents strongly disagreed, indicating a group of participants who felt strongly that they lacked this ability.

Interestingly, 25.2% of respondents reported being unclear with their thought process regarding the statement. This uncertainty may be attributed to various factors, such as a lack of experience in evaluating logical reasoning or difficulty in discerning the presence of logical arguments in complex contexts.

I am able to look for evidence to isolate realities from opinions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	38	31.9	31.9	31.9
	Agree	23	19.3	19.3	51.3
	Neutral	32	26.9	26.9	78.2
	Disagree	11	9.2	9.2	87.4
	Strongly Disagree	15	12.6	12.6	100.0
	Total	119	100.0	100.0	

TABLE 4.6
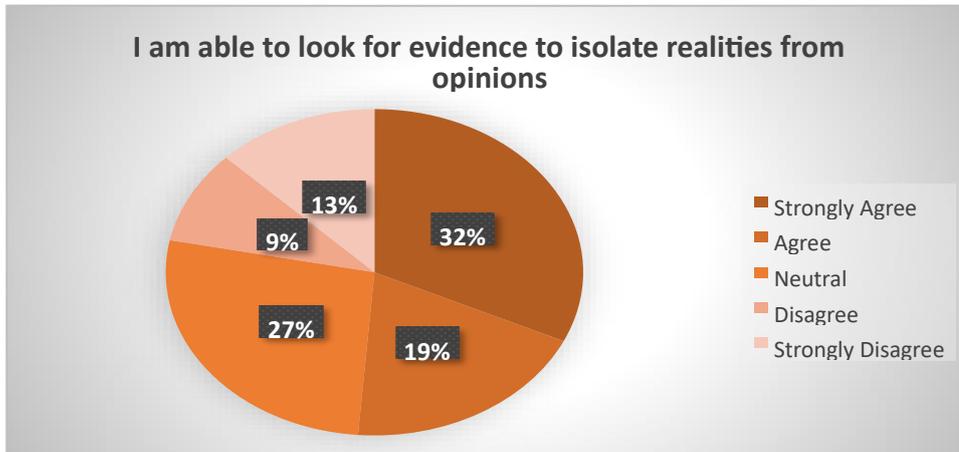
GRAPH 4.6

EXPLANATION- The findings indicate that a significant proportion of participants, 31.9%, strongly agreed with the statement, demonstrating a high level of confidence in their ability to discern realities from opinions by seeking supporting evidence. Additionally, 19.3% of respondents agreed with the statement, further supporting the notion that many participants believed they could effectively isolate facts from subjective viewpoints through evidence examination.

Conversely, 9.2% of respondents disagreed with the statement, suggesting that there were individuals who were less confident in their ability to distinguish between realities and opinions based on evidence.

Furthermore, 12.6% of respondents strongly disagreed, indicating a group of participants who felt strongly that they lacked this skill.

Of note, 26.9% of respondents reported being unclear with their thought process regarding the statement. This uncertainty may be attributed to various factors, such as a lack of experience in analysing evidence or difficulty in differentiating between factual information and personal opinions.

The data highlights potential areas for improvement in participants' critical thinking and information evaluation skills, particularly in the context of discerning factual information from subjective viewpoints.

I am capable of confronting job-related issues and the problems at my workplace

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	37	31.1	31.1	31.1
	Agree	26	21.8	21.8	52.9
	Neutral	33	27.7	27.7	80.7
	Disagree	10	8.4	8.4	89.1
	Strongly Disagree	13	10.9	10.9	100.0
	Total	119	100.0	100.0	

TABLE 4.7
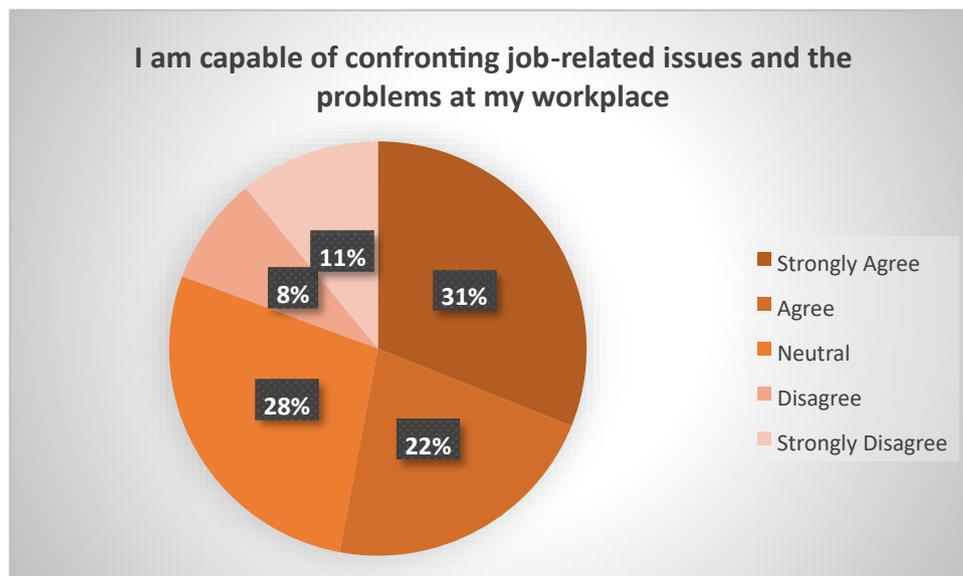
GRAPH 4.7

EXPLANATION- The findings indicate that a substantial proportion of participants, 31.1%, strongly agreed with the statement, demonstrating a high level of self-assurance in their ability to address work-

related challenges. Additionally, 21.8% of respondents agreed with the statement, further supporting the notion that many participants believed they were capable of confronting job-related issues.

Conversely, 8.4% of respondents disagreed with the statement, suggesting that there were individuals who were less confident in their ability to confront workplace problems effectively. Furthermore, 10.9% of respondents strongly disagreed, indicating a group of participants who strongly felt that they lacked this capability.

Of significance, 27.7% of respondents reported being unclear with their thought process regarding the statement. This uncertainty may be attributed to various factors, such as lack of experience, situational factors at their workplace, or uncertainty about their problem-solving skills.

The data highlights potential areas for improvement in participants' problem-solving and conflict resolution abilities within the context of their jobs.

I am able to pick the best alternatives to solve issues and problems at my work place

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	47	39.5	39.5	39.5
	Agree	19	16.0	16.0	55.5
	Neutral	33	27.7	27.7	83.2
	Disagree	11	9.2	9.2	92.4
	Strongly Disagree	9	7.6	7.6	100.0
	Total	119	100.0	100.0	

TABLE 4.8
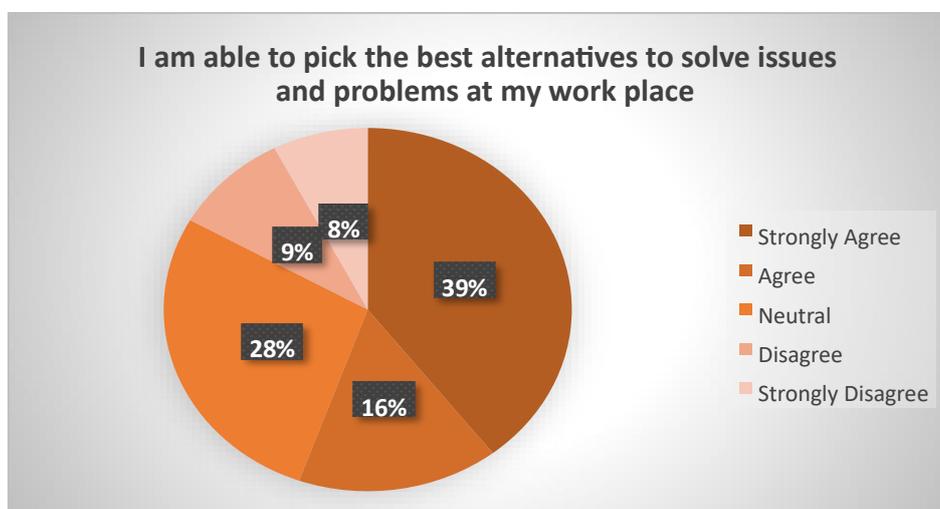
GRAPH 4.8

EXPLANATION- The findings indicate that a significant proportion of participants, 39.5%, strongly agreed with the statement, demonstrating a high level of self-assurance in their ability to choose the most appropriate solutions to address workplace issues. Additionally, 16% of respondents agreed with the statement, further supporting the notion that many participants believed they were capable of selecting effective alternatives to solve problems.
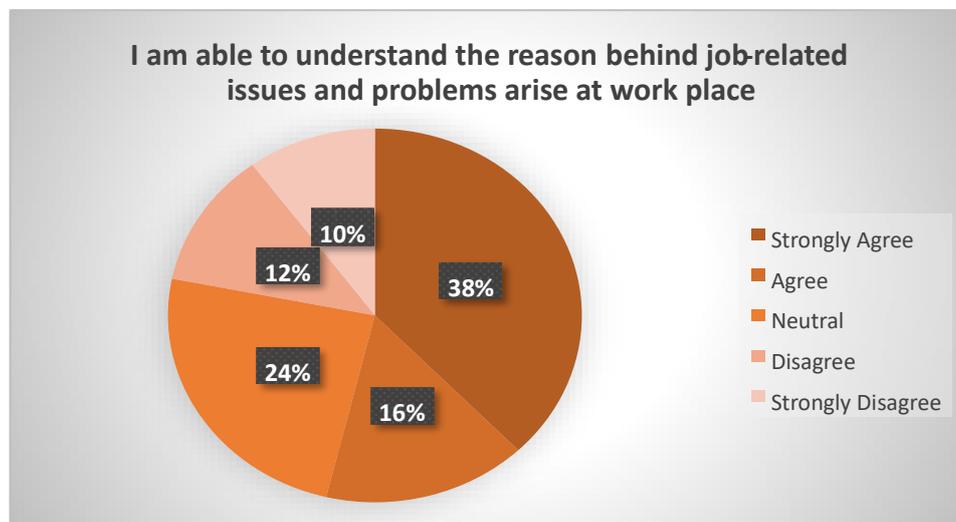
Conversely, 9.2% of respondents disagreed with the statement, suggesting that there were individuals who were less confident in their ability to identify and implement appropriate solutions to workplace challenges. Furthermore, 7.6% of respondents strongly disagreed, indicating a group of participants who strongly felt that they lacked this capability.

Of note, 27.7% of respondents reported being unclear with their thought process regarding the statement. This uncertainty may be attributed to various factors, such as lack of experience, complexity of the issues at their workplace, or uncertainty about their decision-making skills.

I am able to understand the reason behind job-related issues and problems arise at work place

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	45	37.8	37.8	37.8
	Agree	19	16.0	16.0	53.8
	Neutral	29	24.4	24.4	78.2
	Disagree	14	11.8	11.8	89.9
	Strongly Disagree	12	10.1	10.1	100.0
	Total	119	100.0	100.0	

TABLE 4.9

GRAPH 4.9

EXPLANATION- The findings indicate that a significant proportion of participants, 37.8%, strongly agreed with the statement, demonstrating a high level of confidence in their ability to comprehend the underlying reasons behind workplace challenges. Additionally, 16% of respondents agreed with the statement, further supporting the notion that many participants believed they were capable of understanding the reasons behind job-related issues.
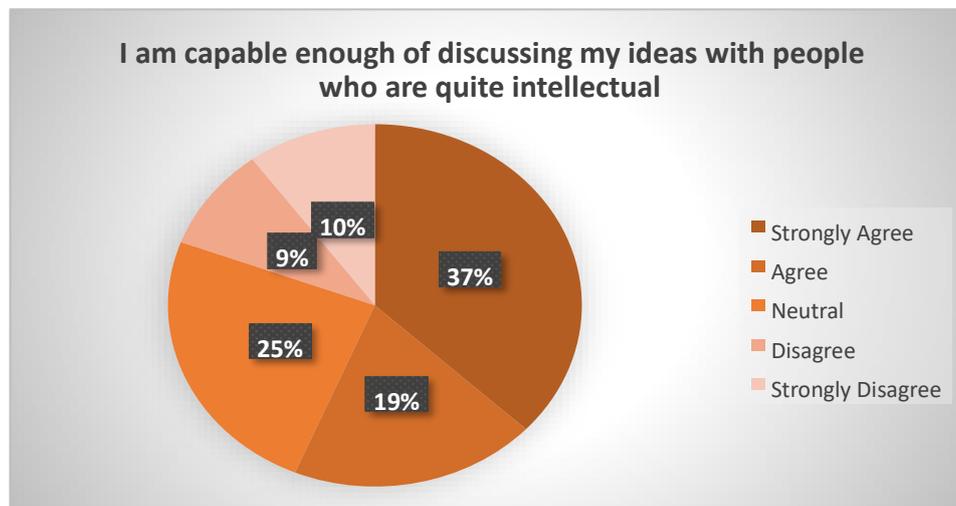
Conversely, 11.8% of respondents disagreed with the statement, suggesting that there were individuals who were less confident in their ability to identify and understand the reasons behind workplace problems. Furthermore, 10.1% of respondents strongly disagreed, indicating a group of participants who strongly felt that they lacked this capability.

Of note, 24.4% of respondents reported being unclear with their thought process regarding the statement. This uncertainty may be attributed to various factors, such as lack of experience, complexity of the issues at their workplace, or uncertainty about the root causes of the problems.

I am capable enough of discussing my ideas with people who are quite intellectual

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	44	37.0	37.0	37.0
	Agree	23	19.3	19.3	56.3
	Neutral	29	24.4	24.4	80.7
	Disagree	11	9.2	9.2	89.9
	Strongly Disagree	12	10.1	10.1	100.0
	Total	119	100.0	100.0	

TABLE 4.10

GRAPH 4.10

EXPLANATION- The findings indicate that a significant proportion of participants, 37%, strongly agreed with the statement, demonstrating a high level of self-assurance in their ability to engage in discussions with intellectually capable individuals. Additionally, 19.3% of respondents agreed with the statement, further supporting the notion that many participants believed they were capable of articulating their ideas effectively to intellectually challenging audiences.
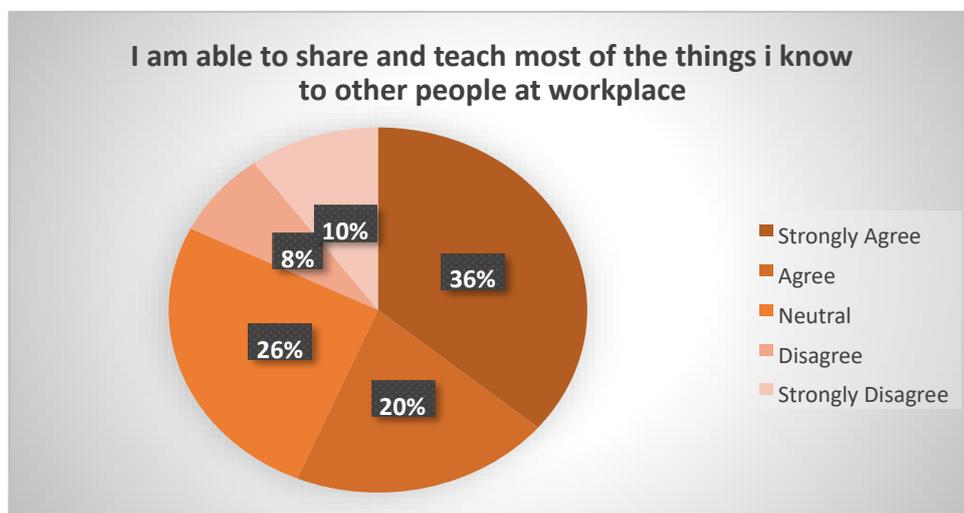
Conversely, 9.2% of respondents disagreed with the statement, suggesting that there were individuals who were less confident in their ability to discuss their ideas with intellectually capable people. Furthermore, 10.1% of respondents strongly disagreed, indicating a group of participants who strongly felt that they lacked this capability.

Of note, 24.4% of respondents reported being unclear with their thought process regarding the statement. This uncertainty may be attributed to various factors, such as lack of experience, lack of opportunities to engage with intellectually challenging individuals, or self-doubt.

I am able to share and teach most of the things i know to other people at workplace

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	43	36.1	36.1	36.1
	Agree	24	20.2	20.2	56.3
	Neutral	31	26.1	26.1	82.4
	Disagree	9	7.6	7.6	89.9
	Strongly Disagree	12	10.1	10.1	100.0
	Total	119	100.0	100.0	

TABLE 4.11

GRAPH 4.11

EXPLANATION- The findings indicate that a significant proportion of participants, 36.1%, strongly agreed with the statement, demonstrating a high level of self-assurance in their ability to share and teach what they know to others at the workplace. Additionally, 20.2% of respondents agreed with the statement, further supporting the notion that many participants believed they were capable of effectively sharing their knowledge with their colleagues.
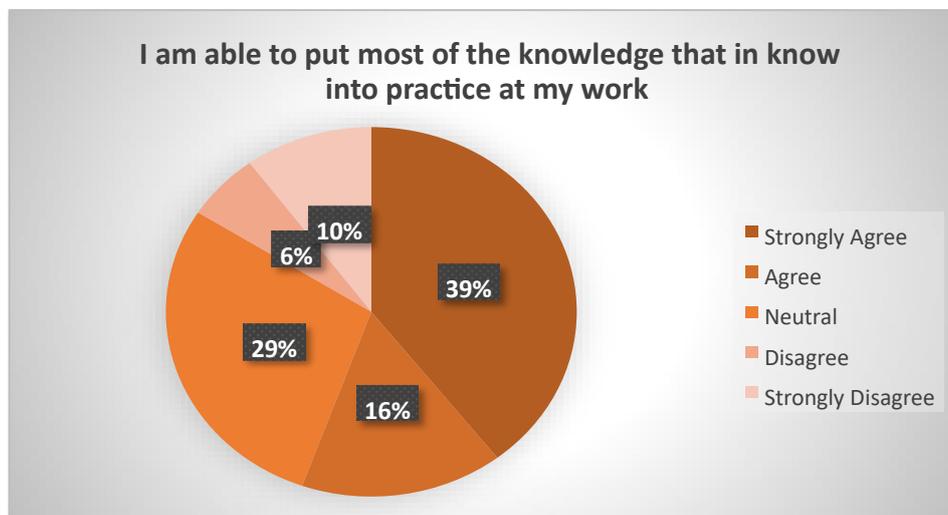
Conversely, 7.6% of respondents disagreed with the statement, suggesting that there were individuals who were less confident in their ability to share and teach their knowledge to others. Furthermore, 10.1% of respondents strongly disagreed, indicating a group of participants who strongly felt that they lacked this capability.

Of note, 26.1% of respondents reported being unclear with their thought process regarding the statement. This uncertainty may be attributed to various factors, such as lack of confidence, lack of teaching experience, or uncertainty about their ability to effectively convey their knowledge to others.

I am able to put most of the knowledge that in know into practice at my work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	47	39.5	39.5	39.5
	Agree	19	16.0	16.0	55.5
	Neutral	34	28.6	28.6	84.0
	Disagree	7	5.9	5.9	89.9
	Strongly Disagree	12	10.1	10.1	100.0
	Total	119	100.0	100.0	

TABLE 4.12

GRAPH 4.12

EXPLANATION- The findings show that a significant proportion of participants, 39.5%, strongly agreed with the statement, indicating a high level of confidence in their ability to put most of the knowledge they know into practice at their work. Additionally, 16.0% of respondents agreed with the statement, further supporting the notion that many participants believe they are capable of applying their knowledge effectively in their work tasks.

On the other hand, 5.9% of respondents disagreed with the statement, suggesting that there were individuals who were less confident in their ability to put their knowledge into practice at work. Furthermore, 10.1% of respondents strongly disagreed, indicating a group of participants who strongly felt that they were not able to apply their knowledge in their work environment.

Of note, 28.6% of respondents reported a neutral stance, indicating uncertainty or mixed feelings about their ability to put their knowledge into practice at work.

The data highlights potential areas for improvement in participants' practical application of knowledge in the workplace.

I am capable of keeping all my personal records safe and secure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	53	44.5	44.5	44.5
	Agree	27	22.7	22.7	67.2
	Neutral	18	15.1	15.1	82.4
	Disagree	7	5.9	5.9	88.2
	Strongly Disagree	14	11.8	11.8	100.0
	Total	119	100.0	100.0	

TABLE 4.13
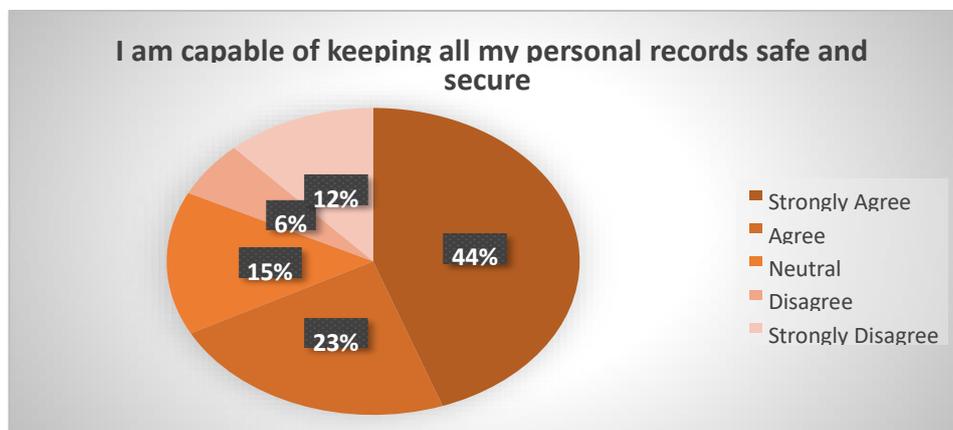
GRAPH 4.13

EXPLANATION- The findings show that a significant proportion of participants, 39.5%, strongly agreed with the statement, indicating a high level of confidence in their ability to put most of the knowledge they know into practice at their work. Additionally, 16.0% of respondents agreed with the statement, further supporting the notion that many participants believe they are capable of applying their knowledge effectively in their work tasks.
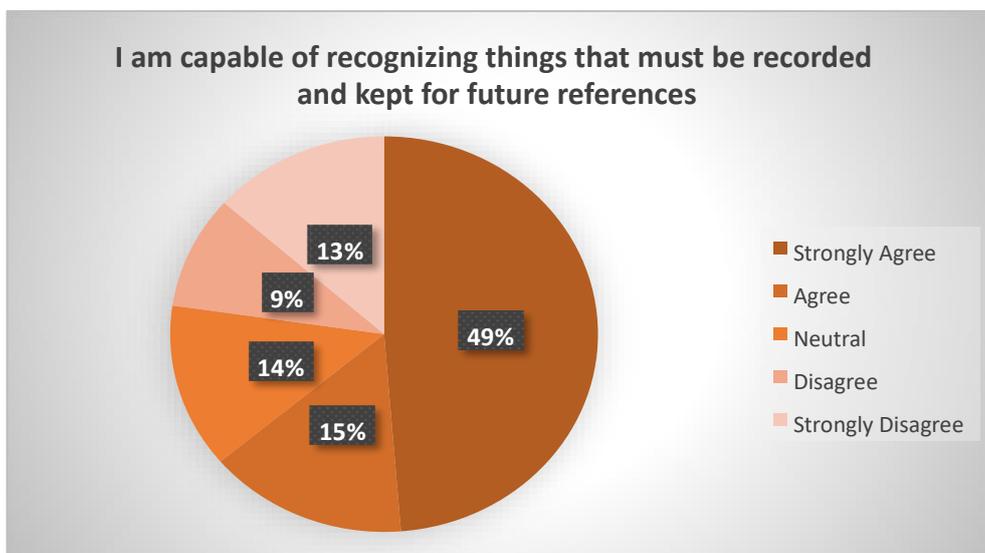
On the other hand, 5.9% of respondents disagreed with the statement, suggesting that there were individuals who were less confident in their ability to put their knowledge into practice at work. Furthermore, 10.1% of respondents strongly disagreed, indicating a group of participants who strongly felt that they were not able to apply their knowledge in their work environment.

Of note, 28.6% of respondents reported a neutral stance, indicating uncertainty or mixed feelings about their ability to put their knowledge into practice at work.

I am capable of recognizing things that must be recorded and kept for future references

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	58	48.7	48.7	48.7
	Agree	18	15.1	15.1	63.9
	Neutral	16	13.4	13.4	77.3
	Disagree	11	9.2	9.2	86.6
	Strongly Disagree	16	13.4	13.4	100.0
	Total	119	100.0	100.0	

TABLE 4.14

GRAPH 4.14

EXPLANATION- The findings indicate that a significant proportion of participants, 48.7%, strongly agreed with the statement, demonstrating a high level of self-assurance in their capability to identify and record information that needs to be preserved for future use. Additionally, 15.1% of respondents agreed with the statement, further supporting the notion that many participants believe they can effectively recognize and document essential information.

Conversely, 9.2% of respondents disagreed with the statement, suggesting that there were individuals who were less confident in their ability to identify and record pertinent details for future references. Furthermore, 13.4% of respondents strongly disagreed, indicating a group of participants who strongly felt that they lacked this capability.

Of note, 13.4% of respondents reported being unclear with their thought process regarding the statement. This uncertainty may be attributed to various factors, such as the complexity of determining what information is essential for future references or a lack of clarity about the criteria for recording specific details.

The data highlights potential areas for improvement in participants' information management and organizational skills.

ONE-WAY ANOVA-
ANOVA

Age

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.751	1	1.751	5.311	.023
Within Groups	38.569	117	.330		
Total	40.319	118			

Further to test the hypothesis, One-Way Anova Test have been applied. Based on the ANOVA results, there is a statistically significant difference among the groups or conditions being compared. The F-statistic value of 5.311 and the p-value of 0.023 indicate that the variability between groups is significantly greater than the variability within groups. Therefore, we can reject the null hypothesis and conclude that there are significant differences across understanding of soft skills on the basis of their Age.

ANOVA
Highest Qualification

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.672	3	.891	3.832	.012

Within Groups	26.723	115	.232		
Total	29.395	118			

Further to test the hypothesis, One-Way Anova Test have been applied. Based on the ANOVA results, there is a statistically significant difference among the four groups or conditions being compared. The F-statistic value of 3.832 and the p-value of 0.012 indicate that the variability between groups is significantly greater than the variability within groups. Therefore, we can reject the null hypothesis and conclude that there are significant differences in understanding of soft skills on the basis of their Level of Qualification.

CONCLUSION-

The study aimed to investigate respondents' level of preparedness and the acquisition and practice of soft skills in the workplace. The findings indicate that the majority of respondents have acquired soft skills with specific strengths, as the average number of each soft skill category was above average. However, there are some skills, especially related to lifelong learning, that need further development.

The study also revealed that respondents strongly agreed on the importance of acquiring and learning soft skills for success in their professional careers. They recognized soft skills such as critical thinking, problem solving, lifelong learning, and knowledge management as additional benefits that contribute to becoming better employees in the future. There was a consensus that soft skills should be trained and focused upon in professional development efforts.

The respondents' statements and the supporting literature underscore the importance of soft skills, particularly in interactions with others in the workplace. This highlights the relevance of developing effective communication, interpersonal, and emotional intelligence skills.

Findings:

The majority of respondents showed a high level of preparedness in soft skills, but some areas, especially those related to lifelong learning, require improvement.

Respondents strongly believe that acquiring and developing soft skills is crucial for their professional success.

Soft skills like critical thinking, problem solving, and knowledge management were seen as additional benefits in becoming better employees.
There are variations in respondents' readiness towards understanding soft skills based on their age and qualification.

Suggestions:
Based on the study's findings, the following suggestions are proposed:

- **Training and Development:** Organizations should invest in training and development programs that focus on enhancing soft skills. These programs can include workshops, seminars, and coaching sessions to help employees improve their communication, problem-solving, and adaptability skills.

- **Lifelong Learning Focus:** Special attention should be given to encouraging a culture of lifelong learning in the workplace. Employers can offer learning opportunities, encourage self-directed learning, and provide resources for employees to continuously develop their skills.

- **Performance Evaluation:** Performance evaluations should include an assessment of employees' soft skills along with technical competencies. Recognizing and rewarding employees who excel in soft skills can further incentivize their development.

- **Tailored Interventions:** Based on the variations observed among respondents of different age groups and qualifications, organizations can design targeted interventions to address specific soft skill gaps within different employee demographics.

- **Integration into Curriculum:** Educational institutions should consider integrating soft skills development into their curriculum to better prepare students for the demands of the modern workforce.

In conclusion, this study highlights the significance of soft skills in the workplace and the need for continuous development to enhance employees' overall effectiveness and career success. By focusing on training, lifelong learning, and tailored interventions, organizations can foster a workforce equipped with essential soft skills to navigate the challenges of the modern work environment.

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