INFLUENCE OF SOFT SKILLS ON EMPLOYABILITY IN LARGE COMPANIES IN THE PROCESSING INDUSTRY, FROM A MANAGEMENT PERSPECTIVE

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ARTICLE INFO	ABSTRACT
	Purpose: The purpose of this research was to identify the relationship between soft skills and employability in large companies in the transformation sector in the state of Hidalgo. It was a quantitative, correlational, cross-sectional research. Owners or managers of 117 large companies in the transformation sector from 27 municipalities in the state of Hidalgo were interviewed. The results showed that managers perceive two types of soft skills related to employability: 1) analytical ability and reasoning and 2) intuition and experience. The factors that influence the first are the same reasonable and innovative thinking, however, it was also found that knowing one's own emotions is significant. **Theoretical Framework:** Soft skills must be understood as the ability to carry out processes and be able to use knowledge in a responsible way to achieve an objective. Skills are part of a holistic concept of competence, which involves the mobilization of knowledge, skills, attitudes and values to meet complex demands (OECD, 2018). There are different types of skills, such as; cognitive and metacognitive skills, including critical thinking, creative thinking, learning to learn, and self-regulation. Social and emotional skills are defined, which include empathy, self-efficacy, responsibility and collaboration, as well as practical and physical skills, among others (OECD, 2018). The study references various authors who have addressed the relationship between these and employability. The literature review delves into the various studies on the matter. **Design/Methodology/Approach:** A quantitative, correlational, cross-sectional research was carried out. The object of the study were large companies in the transformation sector of 27 municipalities in the state of Hidalgo. **Findings:** A factor analysis was carried out to determine the soft skills with the highest factor loading, as well as those of employability. Through multiple regression analysis, it was identified that soft skills showed a significant relationship with each of the two factors found in employability (Anderson et al., 2012; Hair et al., 2019; Lind et al., 2012). The factors "Understanding the feelings of others and towards others and reasonable and innovative thinking" and "Knowing one's own emotions and feelings of others" obtained a positive coefficient, that is, both the understanding of the feelings of others, Reasonable and innovative thinking, as well as knowing one's own emotions and feelings of others, have a direct positive relationship with employability. Given that the coefficient of factor 2 is greater than that of factor 3 (0.388 > 0.133), superiors perceive that understanding the feelings of others and having reasonable and innovative thinking contributes more to employability, analytical capacity, reasoning and socialization, more than knowing one's own emotions and feelings of others. Also the "recognition, control and consequences of one's own emotions and creative thinking" was significant. The soft skills summarized in the factor defined as "creating assertive relationships and

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understanding the needs of others" were not significant for employability in either of the two multiple regression models.

Research, Practical & Social Implications: This research allows us to confirm, through inferential analysis, the influence of soft skills on employability, understood as transferable skills and qualifications that reinforce people's ability to take advantage of the education and training opportunities presented to them with a view to to find and keep decent work (International Labor Organization, 2019).

Originality/Value: The study provides a statistical model that confirms the relationship between soft skills and employability. Which benefits both employers and professionals in search of professional development.

INFLUÊNCIA DAS SOFT SKILLS NA EMPREGABILIDADE EM GRANDES EMPRESAS DA INDÚSTRIA DE TRANSFORMAÇÃO, NA PERSPECTIVA DA GESTÃO

RESUMO

Objetivo: O objetivo desta pesquisa foi identificar a relação entre soft skills e empregabilidade em grandes empresas do setor de transformação no estado de Hidalgo. Foi uma pesquisa quantitativa, correlacional e transversal. Foram entrevistados proprietários ou gestores de 117 grandes empresas do setor de transformação de 27 municípios do estado de Hidalgo. Os resultados mostraram que os gestores percebem dois tipos de soft skills relacionadas à empregabilidade: 1) capacidade analítica e raciocínio e 2) intuição e experiência. Os fatores que influenciam o primeiro são o mesmo pensamento razoável e inovador, porém, também se constatou que conhecer as próprias emoções é significativo.

Referencial Teórico: As soft skills devem ser entendidas como a capacidade de realizar processos e ser capaz de utilizar o conhecimento de forma responsável para atingir um objetivo. As habilidades fazem parte de um conceito holístico de competência, que envolve a mobilização de conhecimentos, habilidades, atitudes e valores para atender demandas complexas (OCDE, 2018). Existem diferentes tipos de habilidades, como; habilidades cognitivas e metacognitivas, incluindo pensamento crítico, pensamento criativo, aprender a aprender e autorregulação. São definidas competências sociais e emocionais, que incluem empatia, autoeficácia, responsabilidade e colaboração, bem como competências práticas e físicas, entre outras (OCDE, 2018). O estudo faz referência a vários autores que abordaram a relação entre estes e a empregabilidade. A revisão da literatura aprofunda os diversos estudos sobre o assunto.

Desenho/Metodologia/Abordagem: Foi realizada uma pesquisa quantitativa, correlacional e transversal. O objeto do estudo foram grandes empresas do setor de transformação de 27 municípios do estado de Hidalgo.

Resultados: Foi realizada uma análise fatorial para determinar as soft skills com maior carga fatorial, bem como as de empregabilidade. Por meio da análise de regressão múltipla, identificou-se que as soft skills apresentaram relação significativa com cada um dos dois fatores encontrados na empregabilidade (Anderson et al., 2012; Hair et al., 2019; Lind et al., 2012). Os fatores "Compreender os sentimentos dos outros e em relação aos outros e pensamento razoável e inovador" e "Conhecer as próprias emoções e sentimentos dos outros" obtiveram coeficiente positivo, ou seja, tanto a compreensão dos sentimentos dos outros, pensamento razoável e inovador, além de conhecer as próprias emoções e os sentimentos dos outros, têm uma relação direta e positiva com a empregabilidade. Dado que o coeficiente do factor 2 é superior ao do factor 3 (0,388 > 0,133), os superiores percebem que compreender os sentimentos dos outros e ter um pensamento razoável e inovador contribui mais para a empregabilidade, capacidade analítica, raciocínio e socialização, mais do que conhecer os próprios próprias emoções e sentimentos dos outros. Também o "reconhecimento, controlo e consequências das próprias emoções e pensamento criativo" foi significativo. As soft skills resumidas no fator definido como "criar relações assertivas e compreender as necessidades dos outros" não foram significativas para a empregabilidade em nenhum dos dois modelos de regressão múltipla.

Pesquisa, Implicações Práticas e Sociais: Esta investigação permite-nos confirmar, através de análise inferencial, a influência das soft skills na empregabilidade, entendidas como competências e qualificações transferíveis que reforçam a capacidade das pessoas para aproveitarem as oportunidades de educação e formação que lhes são apresentadas, com vista a encontrar e manter-se dignas trabalho (Organização Internacional do Trabalho, 2019).

Originalidade/Valor: O estudo fornece um modelo estatístico que confirma a relação entre soft skills e empregabilidade. O que beneficia tanto empregadores quanto profissionais em busca de desenvolvimento profissional.

Palavras-chave: Soft Skills, Empregabilidade, Percepção, Análise Fatorial, Regressão Múltipla.

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INFLUENCIA DE LAS HABILIDADES BLANDAS EN LA EMPLEABILIDAD EN GRANDES EMPRESAS DE LA INDUSTRIA DE LA TRANSFOMACIÓN, DESDE UNA PERSPECTIVA DIRECTIVA

RESUMEN

Propósito: La presente investigación tuvo como propósito identificar la relación entre habilidades blandas y empleabilidad en grandes empresas del sector transformación en el estado de Hidalgo. Se trató de una investigación de tipo cuantitativo, correlacional, transversal. Se entrevistaron dueños o gerentes de 117 grandes empresas del sector transformación de 27 municipios del estado de Hidalgo. Los resultados mostraron que los gerentes perciben dos tipos de habilidades blandas relacionada con la empleabilidad: 1) la capacidad analítica y razonamiento y 2) la intuición y experiencia. Los factores que influyen en la primera son el mismo pensamiento razonable e innovador, sin embargo, también se encontró que el conocer las emociones propias es significativo.

Referencial Teórico: Es preciso entender a las habilidades blandas como la capacidad para llevar a cabo procesos y poder usar el conocimiento de una manera responsable para lograr un objetivo. Las habilidades son parte de un concepto holístico de competencia, que implica la movilización de conocimientos, habilidades, actitudes y valores para satisfacer demandas complejas (OCDE, 2018). Existen diferentes tipos de habilidades, tales como; habilidades cognitivas y metacognitivas, que incluyen pensamiento crítico, creativo pensar, aprender a aprender y autorregulación. Se definen las habilidades sociales y emocionales, que incluyen empatía, autoeficacia, responsabilidad y colaboración, de igual forma, las habilidades prácticas y físicas, entre otras (OCDE, 2018). El estúdio referencia diversos autores que han abordado la relación existente entre éstas y la empelabilidad. En la revisión de la literatura se profundiza en los diversos estúdios al respecto.

Diseño/Metodología/Enfoque: Se realizó una investigación de tipo cuantitativo, correlacional, transversal. El objeto de estúdio fueron grandes empresas del sector transformación de 27 municipios del estado de Hidalgo.

Resultados: Se realizó un análisis factorial para determinar las habilidades blandas con mayor carga factorial, así como las de empleabilidad. Mediante el análisis de regresión múltiple se identificó que habilidades blandas mostraban una relación significativa con cada uno de los dos factores encontrados en la empleabilidad (Anderson et al., 2012; Hair et al., 2019; Lind et al., 2012). Los factores "Comprensión de los sentimientos de los demás y para con los demás y pensamiento razonable e innovador" y "Conocer emociones propias y sentimientos de los demás" obtuvieron un coeficiente positivo, es decir, tanto la comprensión de los sentimientos de los demás, el pensamiento razonable e innovador, así como el conocer las emociones propias y sentimientos de los demás tienen una relación directa positiva con la empleabilidad. Dado que el coeficiente del factor 2 es mayor que el del factor 3 ($0.388 > 0.133$), los superiores perciben que el comprender los sentimientos de los demás y tener un pensamiento razonable e innovador aporta más a la empleabilidad, en la capacidad analítica, razonamiento y socialización, más que el conocer emociones propias y sentimientos de los demás. También el "reconocimiento, control y consecuencias de las emociones propias y pensamiento creativo" resultó significativo. Las habilidades blandas resumidas en el factor definido como "crear relaciones asertivas y comprender necesidades de los demás" no fue significativo para la empleabilidad en ninguno de los dos modelos de regresión múltiple.

Conclusiones: Las habilidades blandas amplían la capacidad del personal de analizar, razonar y actuar de forma diferente a sus predecesores, porque los cambios y las revoluciones en el conocimiento lo exigen y porque la sociedad espera mucho más de ellos (Serna,2017). La habilidad se identifica como conocimiento práctico o técnico, la capacidad de aplicar conocimiento teórico en un contexto práctico. Los resultados obtenidos en esta investigación muestran que las habilidades blandas que aportan a la empleabilidad son la capacidad analítica, razonamiento y socialización; y de acuerdo con la percepción de los superiores se aprecia la capacidade de comprender los sentimientos de los demás y tener un pensamiento razonable e innovador aporta más a la empleabilidad que el conocer emociones propias y sentimientos de los demás. Por outra parte para el directivo, el reconocimiento, control y consecuencias de las emociones propias y pensamiento creativo inciden de manera positiva en la intuición y experiencia para la empleabilidad.

Implicaciones de la Investigación: Esta investigación permite confirmar, por medio del análisis inferencial, la influencia de las habilidades blandas en la empleabilidad, entendida como las competencias y cualificaciones transferibles que refuerzan la capacidad de las personas para aprovechar las oportunidades de educación y de formación que se les presenten con miras a encontrar y conservar un trabajo decente (Organización Internacional para el Trabajo, 2019).

Originalidad/valor: El estudio aporta un modelo estadístico que confirma la relación entre habilidades blandas y empleabilidad. Lo que beneficia tanto a empleadores como profesionistas em búsqueda de desarrollo professional.

Palabras clave: Habilidades Blandas, Empleabilidad, Percepción, Análisis Factorial, Regresión Múltiple.

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INTRODUCCIÓN

Generating new competencies such as human skills through education, learning and meaningful work are key drivers of economic success, individual well-being and social cohesion. In this scenario, companies seek to provide opportunities for updating and developing skills, the global change towards a future of work is defined by a constant expansion of new technologies by 2025, 44% of the skills that employees will need to perform functions with effectiveness will change (World Economic Forum, 2020).

In the 21st century, competencies, skills and abilities have become the key factor to achieve individual well-being and the economic success of a society. Technological progress does not translate into growth and countries are unable to compete in a global economy that is increasingly based on knowledge. Competencies and abilities are essential to allow the progress of people and countries in an increasingly complex, interconnected and changing world. It is understood that in countries where people develop strong skills, learn throughout their lives and use skills fully and effectively at work and in society, they are more productive and innovative and enjoy a higher level of confidence of better health outcomes and a higher quality of life (Organization for Economic Cooperation and Development, 2019).

Traditionally, managers have placed greater emphasis on the evaluation of technical skills when evaluating and selecting training for their employees; little research has been done on both defined and soft skills, such as patience, persuasion and flexibility; They influence people's ability to find and keep a job, that is, their employability.

The objective of this research is to determine the influence of soft skills on the employability of large companies in the State of Hidalgo, Mexico, according to the perceptions of management personnel. To achieve the above, an instrument was built that allowed collecting data and identifying the relationship between the variables and considering employability as the dependent variable. Employability is understood as the set of transferable skills and qualifications that strengthen people's ability to take advantage of the education and training opportunities presented to them with a view to finding and keeping decent work (ILO, 2020). Thus, the independent variables were soft skills. Skills are part of a holistic concept of competence, which involves the mobilization of knowledge, skills, attitudes and values to meet complex demands (OECD, 2018).

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Theoretical Aspect

In the following section, the different concepts of the conceptual theoretical framework that supports the present study were mentioned.

Soft skills must be understood as the ability to carry out processes and be able to use knowledge in a responsible way to achieve an objective. Skills are part of a holistic concept of competence, which involves the mobilization of knowledge, skills, attitudes and values to meet complex demands (OECD, 2018).

There are different types of skills, such as; cognitive and metacognitive skills, including critical thinking, creative thinking, learning to learn, and self-regulation. Social and emotional skills are defined, which include empathy, self-efficacy, responsibility and collaboration, as well as practical and physical skills, among others (OECD, 2018).

Critical thinking

Critical thinking is defined as a key skill for today's world, understanding that society at this time requires people capable of processing information to make the best decisions. In this way, it defines sense or critical thinking as the ability that allows thinking in a self-directed, self-disciplined, self-regulated and self-corrected way; For this reason, the development of this skill implies having the ability to verify information and to think in a diverse way, that is, to generate questions and assume positions in relation to the information investigated cited by (Guerra, 2019).

Self-awareness

Self-awareness can be understood as self-knowledge and refers to the ability we use to recognize our emotions and their consequences. It is very important to know the way in which people's mood influences behavior, what the strengths and weaknesses of individuals are (Goleman, 2006, cited by Bueno, 2019).

Stress management

A model known as the Selye Model basically focuses on the biological, physiological and psychosomatic correlates of the stress response (Lazarus, 1966 and Cohen, 1977, cited by the University of Barcelona, 2020). According to authors, stress is an experience that results from transactions between the person and the environment. These transactions depend on the impact of the environmental stressor, an impact mediated first by the person's evaluations of the stressor

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and, second, by the personal, social or cultural resources available to cope with the stressful situation (Lazarus, 1966). and Cohen, 1977, cited by the University of Barcelona, 2020).

Empathy

Empathy is the ability to respond to others, taking into account cognitive and affective/emotional aspects (Garaigordobil and Maganto, 2011); Cognitive empathy consists of the ability to understand the emotions of another, while affective empathy refers to the ability to feel what the other person feels (Holgado-Tello, Delgado-Egido, Carrasco-Ortiz, and Del Barrio-Gandara, 2013). Thus, maintaining an empathetic attitude can be complex, requiring motivation, objectivity and a favorable climate (Robieux, 2018, cited by Cañero and Mónaco, 2019).

Management of emotions

Emotion management is the skill of emotional management, there is a key distinction between emotional control and regulation or modulation. Therefore, they are defined as a set of skills to consciously process emotions, accept them, confront them and name them in specific situations, as well as to identify the physiological reactions they generate (Southam-Gerom & Kendall, 2002) cited by (Guerra, 2019).

Assertive communication

Assertive communication they are behaviors that are effective for the interlocutor to express and show their concerns, objectives, interests, needs and personal values. It is about the honest and legitimate expression of one's own rights, feelings, beliefs and interests without violating or disparaging the rights of others. According to (Remor, 2013), cited by (Aguilar, 2018).

Decision making

From the criteria as a person, their intuition, experience based on rules and procedures that allow organizations to achieve their objectives in accordance with the topic, situation or problem that the decision-making poses. Decision making is also developed in all organizational processes, "Decision making constitutes a process that is developed in every organization and all its levels: operational, tactical and strategic" (Wiing, 2003, p.27). , cited by (Losada, 2019).

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Creative thinking

Creative thinking is a process that allows the individual to carry out analysis, make inferences, create innovative and original ideas in order to build a more thinking and reasoning society that is capable of choosing the best answers to the most difficult questions. Creative thinking can become an excellent process which allows you to investigate and thus discover new knowledge, giving the subject a broad framework of theories and concepts based on various authors in order to develop their creativity since, with more tools, better They are the possibilities (Chaverra F., & Gil R., 2017) cited by (Villa, 2019).

Troubleshooting

Problem solving is considered a cognitive skill and refers to the skill that the person has for understanding and solving tasks or activities that they have accepted, but do not know how to perform (Rojas de Escalona, 2010) cited by (Guerra, 2019)).

Relationships

It is a particular human relationship in which two people respect each other and allow themselves to evolve towards better self-understanding and great harmony (Ramírez & Müggenburg, 2015, cited by Nina, 2019). Regardless of what type of relationship it is, the human being is a fundamental piece for these relationships to be generated, they are managed through certain tools that facilitate their use, such tools are communication, trust, belonging, performance, collaboration, among others., (Beiza, 2012, cited by Ramírez, 2019).

Employability

Employability is currently understood as the set of transferable skills and qualifications that strengthen people's ability to take advantage of the education and training opportunities presented to them with a view to finding and keeping decent work (International Labor Organization, 2020).

Perception

Perception is the cognitive process that allows us to interpret and understand our environment. It is the result of higher processes related to the way our brain organizes, integrates and interprets sensations, that is, how it organizes the information that comes from the senses and gives it meaning, thus reaching the recognition of objects, facts or events.

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Through perception, the basic information provided by the senses is processed, organized, elaborated and interpreted, giving it meaning, so that the stimuli are recognized (Muñoz, 2020).

It is important to comment on the importance of the theoretical support in which it talks about how soft skills, employability and perception can be conceptualized and thus be able to understand the correlation and the factors that influence employability according to the perception of the directors of large companies. companies from the state of Hidalgo, Mexico.

METHODOLOGY

The research approach was quantitative, according to Hernández et al., (2014), maintains that "the quantitative approach uses data collection to test hypotheses based on numerical measurement and statistical analysis, in order to establish guidelines. of behavior and test hypotheses" (p.4), so in this study the verification of hypotheses was carried out and based on numerical measurement, using statistical inference to see the relationship between the variables soft skills and employability.

The population subject to the study were 117 large companies in the State of Hidalgo according to the National Statistical Directory of Economic Units of the state of Hidalgo (DENUE, 2019). Due to the number of companies, the decision was made to apply a census which included all companies located in 27 municipalities in the state of Hidalgo, as shown in table 1.

Table 1. Number of companies selected for the sample

Municipality	Number of companies subject to study
Acatlán	1
Actopan	2
Ajacuba	1
Alfajayucan	1
Apan	3
Atitalaquia	9
Atotonilco de Tula	3
Emiliano Zapata	1
Huichapan	3
Mineral de la Reforma	7
Mixquiahuala	2
Pachuca de Soto	10
Progreso de Obregón	1
San Agustín Tlaxiaca	1
Santiago Tulantepec	2
Singuilucan	2
Tepeapulco	7
Tepeji del Río de Ocampo	17
Tizayuca	26
Tlaxcoapan	1
Toltayuca	3
Tula de Allende	1

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Municipality	Number of companies subject to study
Tulancingo de Bravo	4
Villa de Tezontepec	1
Zacualtipán de los Ángeles	7
Zempoala	1

Source: Own elaboration based on the National Statistical Directory of Economic Units of the state of Hidalgo (DENUE, 2019).

The data collection technique was a questionnaire that was segmented by identification data and content statements. The questionnaire was made up of 22 statements that measured the two variables mentioned above: soft skills and employability. The measurement scale of the instrument was a 5-point Likert scale defined as follows: (5) Strongly agree, (4) Agree, (3) Neither agree nor disagree, (2) Disagree, (1) Strongly disagree. The instrument was applied to company directors and was carried out in person.

Once the information was collected, it was tabulated so that it could be analyzed and interpreted using the statistical analysis software SPSS V. 22, to determine the influence of the study variables, first carrying out a factor analysis and then a multiple regression.

RESULTS

Factor Analysis

In order to conclude on the feasibility of carrying out the factor analysis, the partial correlation matrix of the items related to the way in which management perceives the importance of employees' soft skills (items 1 to 12) was examined. In this case, 77% significant correlations were obtained, the sampling adequacy measure obtained was 0.740 and on the diagonal of the anti-image correlation matrix, the sampling adequacy measures were all greater than 0.5. The previous values demonstrated the feasibility of carrying out the factor analysis (Hair et al., 2019; Pérez López, 2004; Vinacua & Cañas, 2003)

To decide the number of optimal factors, the drop criterion was used (Hair et al., 2019). In this way, for this first set of questions, it was found that with 4 factors there was an eigenvalue of 1.022 and 61.41% of the variance was explained, so this solution was chosen as the optimal one. In order to effectively analyze which variables loaded more strongly on which factor, it was decided to perform a Varimax rotation to the initial solution with four factors (Hair et al., 2019).

In Table 2 you can see the rotated component matrix with four principal component factors and you can see the soft skills that have the highest factor loadings.

Table 2. Rotated Component Matrix

Variables	Componente			
	1	2	3	4
V01_ Assertive-Relationship	0.040	0.163	0.042	0.856
V02_ Understand-Needs	0.444	-0.111	0.300	0.448
V03_Understand-Feelings	-0.037	0.728	0.141	0.123
V04_ Know-Own-Emotions	0.099	0.441	0.724	0.257
V05_ Creative-thinking	0.664	0.216	0.021	0.001
V06_ Reasonable-Reflection	0.524	0.545	0.025	-0.163
V07_ Innovative-Thinking	0.411	0.598	0.230	-0.166
V08_ Recognize-Your-Emotions	0.449	0.179	0.197	0.200
V09_ Establish-Effective-Relationships	0.278	0.707	0.022	0.363
V10_ Control-Of-Emotions	0.644	0.074	0.328	0.013
V11_ Consequences-Emotions	0.764	0.059	0.026	0.146
V12_ Understand-External-Feelings	0.200	0.053	0.921	-0.010

Source: Self made.

As can be seen in Table 2, in factor 1, 3 items with higher loading were obtained, in factor 2, 4 items, in factor 3 only 1 item and in factor 4, 2 items. Once the soft skills with the highest factor loading were identified, they were grouped and the underlying dimensions for each factor were defined, for which they were considered as:

Factor 1. Recognition, control and consequences of one's own emotions and creative thinking

Factor 2. Understanding the feelings of others and towards others and reasonable and innovative thinking

Factor 3. Know your own emotions and feelings of others and Factor 4. Create assertive relationships and understand the needs of others.

The second factorial analysis of principal components was carried out with statements 13 to 22, in this case 84% of significant correlations were obtained with a sample sufficiency of 0.835 and the sampling adequacy measures were all greater than 0.5, in the anti-image matrix, showing the feasibility of the factor analysis (Hair et al., 2019; Pérez López, 2004; Vinacua & Cañas, 2003).

Similarly, the drop criterion was applied to decide the optimal number of factors (Hair et al., 2019). In this case, it was found that with 2 factors an eigenvalue of 1.226 and a total explained variance of 48.28% were obtained. By performing the Varimax rotation, the loads shown in Table 3 were obtained.

Table 3. Rotated Component Matrix

Variables	Componente	
	1	2
v13_ Employability_choose_best_alternative	0.688	0.121
v14_ Employability_ability_relationship	0.582	0.285
v15_ Employability_quick_solutions	0.105	0.746
v16_ Employability_own_criterion	0.147	0.715
v17_ Employability_intuitive	0.174	0.660
v18_ Experience_procedures_employability	0.149	0.628
v19_ Control_emotions_employability	0.573	0.377
v20_ Skill_tasks_employability	0.652	0.254
v21_ Employability_reasonable_answers	0.636	-0.147
v22_ Employability_analytics_performance	0.606	0.427

Source: Own elaboration based on SPSS Version 22.

Table 3 shows that 6 variables loaded strongly on factor 1 and 4 on factor 2.

The two main components were interpreted as: factor 1. Analytical capacity, reasoning and socialization for employability, and factor 2. Intuition and experience for employability.

Similarly, the variables were grouped according to the new factors based on the averages of the variables that loaded most strongly on each factor (Hair et al., 2019; Pérez López, 2004).

Once the new factors for both soft skills and employability were obtained, two multiple regression analyzes were carried out to find out which soft skills showed a significant relationship with each of the two factors found in employability (Anderson et al., 2012; Hair et al., 2019; Lind et al., 2012).

In the first model, factor 1 defined as "Analytical ability, reasoning and socialization for employability" was chosen as the dependent variable and the four factors calculated based on the questions on soft skills were chosen as independent variables. Two factors were significant, factor 2, "Understanding the feelings of others and toward others and reasonable and innovative thinking" and factor 3, "Knowing one's own emotions and feelings of others." Table 4 shows the coefficients obtained from this multiple regression.

Table 4. Variables that were significant and coefficients

Dependent variable	Significant independent variables	Alpha	Coefficient
Factor 1. Analytical capacity, reasoning and socialization for employability.	Factor 2. Understanding the feelings of others and towards others and reasonable and innovative thinking	0.000	0.388
	Factor 3. Know your own emotions and feelings of others	0.013	0.133
Factor 2. Intuition and experience for employability.	Factor 1. Recognition, control and consequences of one's own emotions and creative thinking.	0.000	0.641

Source: Self made.

As can be seen in Table 4, the coefficients were positive, meaning that both understanding the feelings of others, reasonable and innovative thinking, as well as knowing one's own emotions and feelings of others have a direct positive relationship with employability, the greater the soft skills, the greater the employability; according to the perception of superiors (Hair et al., 2019; Lind et al., 2012). Given that the coefficient of factor 2 is greater than that of factor 3 (0.388 > 0.133), superiors perceive that understanding the feelings of others and having reasonable and innovative thinking contributes more to employability, analytical capacity, reasoning and socialization, more than knowing one's own emotions and feelings of others.

In the case of the second model, the difference was that the dependent variable was now factor 2 of employability, defined as "Intuition and experience for employability". In this case, as can be seen in Table 3, only one of the soft skills factors was significant, which was factor 1, with a coefficient of 0.641. That is, for the superior, the recognition, control and consequences of one's own emotions and creative thinking positively affects intuition and experience for employability (Hair et al., 2019; Lind et al., 2012). So, as in the previous case, the greater the soft skill, the greater the employability.

The soft skills summarized in factor 4 defined as "creating assertive relationships and understanding the needs of others" were not significant for employability in either of the two multiple regression models.

DISCUSSION

In a competitive world in which organizations of different sizes are immersed, human capital is required that is highly aware that everything emerges through the economic entity and that therefore they must be equipped with soft skills as the main factor of employability. According to the results, they coincide with what Geana W., Leane B., and Bonnie J. (2010) contributed, cited by (Tito, 2016), who mention that soft skills are desirable qualities for certain forms of employment that do not They depend on the knowledge acquired: they include common sense, the ability to deal with people, and a positive and flexible attitude. As for these authors, the results of this research show the influence of soft skills on employability where the recognition, control and consequence of one's own emotions and creative thinking were significant.

Likewise, it is considered important to mention that the soft skills that were not significant for employability are creating assertive relationships and understanding the needs of others, according to the perception of the managers of large companies in the State of Hidalgo.

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CONCLUSIONS

Soft skills allow the ability of personnel to analyze, reason and act differently from their predecessors, because changes and revolutions in knowledge demand it and because society expects much more from them (Serna,2017). In this context, soft skills are an integral part of the human being that must be developed in any field. Therefore, skill is identified as practical or technical knowledge, the ability to apply theoretical knowledge in a practical context.

According to the results obtained in this research, it is concluded that the soft skills that contribute to employability in their analytical capacity, reasoning and socialization; and according to the perception of superiors, understanding the feelings of others and having reasonable and innovative thinking contributes more to employability, analytical capacity, reasoning and socialization than knowing one's own emotions and feelings of others.

Likewise, it is concluded that for the director, the recognition, control and consequences of one's own emotions and creative thinking has a positive impact on intuition and experience for employability. It is necessary and important that human capital is aware of the importance of soft skills for employability and therefore interest should be given to it.

Finally, we want to highlight some practical implications for managers and business leaders in general. The vast majority of managers tend to emphasize that employees must be technically trained, under the assumption that an improvement in technological knowledge can improve the employee's ability to retain and be better at their job (Bertrand, 1998; Pirzada and Khan, 2013). However, in this study we have shown how, from the perspective of management, soft skills such as knowing oneself better and knowing the feelings of others have a positive impact on employability (perceived by the manager). Therefore, it is necessary that managers not only ensure that subordinates learn and improve their technical skills, but also train their employees in soft skills such as their empathic capacity and their knowledge and recognition of feelings, as a way to encourage improvement in employment and maintaining it.

The results in this study have other ramifications. Many times it is emphasized that managers must be employees with high technical skills and it is not recognized how much they know about soft skills and their impact on employability. It is necessary that leaders also train themselves in how to use soft skills and the way in which they perceive them.

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