

THE EFFECT OF SOFT SKILLS LEARNING ON THE PROFESSIONAL INSERTION COMPETENCE OF UNIVERSITY GRADUATES: A QUANTITATIVE STUDY AT CADI AYYAD UNIVERSITY

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Abstract: The objective of this quantitative study is to evaluate the impact of soft skills learning on the employability of university students, using the Kirkpatrick model. The study was conducted with a sample of 200 master's and specialized master's students at Cadi Ayyad University. The results showed that 67% of the students surveyed considered the pedagogical means of the UCA Soft Skills program to be relevant, and 43.5% even described the program as "very important" in improving their job search process. However, the study also revealed that the skills acquired are not valued by students and do not effectively contribute to changes in students' practices in their search for internships or jobs during their studies. These findings highlight the importance of integrating cross-curricular skills instruction into academic programs early in the academic career to foster students' personal and professional development.

Keywords: Evaluation, Soft Skills, University, Professional Insertion

L'EFFET DE L'APPRENTISSAGE DES SOFT SKILLS SUR LA COMPÉTENCE D'INSERTION PROFESSIONNELLE DES DIPLOMÉS DE L'UNIVERSITÉ : UNE ÉTUDE QUANTITATIVE À L'UNIVERSITÉ CADI AYYAD

Résumé : L'objectif de cette étude quantitative est d'évaluer l'impact de l'apprentissage des Soft Skills sur la compétence d'insertion professionnelle des étudiants universitaires, en utilisant le modèle de Kirkpatrick. L'étude a été menée auprès d'un échantillon de 200 étudiants de cycle master et master spécialisé à l'Université Cadi Ayyad. Les résultats ont montré que 67% des étudiants interrogés considèrent les moyens pédagogiques du dispositif Soft Skills UCA comme pertinents, et 43,5% les ont même qualifiés de "très importants" pour améliorer leur processus de recherche d'emploi. Cependant, l'étude a également révélé que les compétences acquises ne sont

pas valorisées par les étudiants et ne contribuent pas efficacement aux changements de leurs pratiques dans leur recherche de stages ou d'emplois pendant leurs études. Ces résultats soulignent l'importance d'intégrer l'enseignement des Soft Skills dès le début de la formation universitaire afin de favoriser le développement personnel et professionnel des étudiants.

Mots clés : Evaluation, Soft Skills, Université, Insertion Professionnelle

Introduction

All students must have access to suitable employment and be able to build their professional future in a serene manner. This requires the provision of an education that contributes significantly to this objective and enables students to develop their full potential. In an emerging context that faces several obstacles, the synchronization of efforts and action strategies is a guarantee of success. In Morocco, the unemployment rate for young people with higher education degrees is 61.2% (Maaroufi,2020), making it a major institutional challenge to improve graduates' employability. Ministerial authorities face strong pressure to implement teaching strategies that promote job training to optimize young graduates' professional integration. Moroccan universities are called upon to take up major challenges in addition to ensuring their missions related to academic research to become the main actor in this integrative process and guarantee their opening to the socio-economic environment. However, universities face intrinsic organizational constraints due to the massification of their staff, mainly due to the large number of university graduates, which is evolving almost exponentially. In parallel to this quantitative evolution, the job offers in the public and private sectors remain very limited and do not meet the growing demands of the new graduates or their professional aspirations. Every year, 200,000 to 300,000 young graduates enter the labor market, while the national economy creates only 120,000 jobs. Moreover, the labor market in Morocco has recently undergone unprecedented fluctuations due in large part to the Covid-19 health crisis (Boukaich, 2022). This situation has had a major impact on jobs and the labor market in general, with statistics from the Haut Commissariat au Plan highlighting these significant disruptions by stating that the last quarter of 2021 recorded a lower employability rate than the pre-pandemic period (40.7%) (HCP, 2021). One of the primary reasons for the difficulties that young graduates face in meeting recruiters' ever-increasing demands is the lack of alignment between their academic training and the specific needs of the working world. They do not benefit from pragmatic and adequate education in the professional context of their training. As a result, they have difficulty finding employment that matches their level of study. Furthermore, young graduates tend to concentrate their job search efforts on the public sector, which, in turn, exacerbates the problem and reduces their likelihood of finding employment commensurate with their level of education (Maaroufi,2020; Molarix & Nohu, 2019). The challenge of integrating young people into the workforce is therefore a national priority in Morocco.

Statistical studies on unemployment have highlighted the growing imbalance between the number of people trained in higher education and the number of jobs available corresponding to their qualifications. This explains the high unemployment rate of young graduates of higher education compared to young people who have not completed their studies. The analysis of the causes of unemployment shows that it is mainly a question of first-time unemployment, the most affected of which are young people aged 25 to 34. In 2020,

half of the unemployed (50.7%) are looking for their first job (44.4% of them are men and 63% are women), and 14% of the young employed end up settling for casual or seasonal jobs that are unrelated to their field of studies (HCP,2021). From the data presented in the report entitled "Matching Training and Employment in Morocco, 2018" (Gautier,2023). While it is evident that young graduates often lack the requisite skills for employability, it would be remiss to study this issue in isolation without taking into account the inherent conditions of youth training that shape their capabilities and job prospects. The quality of training plays a critical role in the professional integration of young students, and universities must take strategic steps to adapt academic training to meet the demands of the job market. Concrete actions must be taken to ensure the employability of young graduates, and students must build a professional identity within their home university.

To achieve this objective, education systems must adopt a quality approach that fosters an internal institutional dynamic. This dynamic should be based on a driving force that centers on the development and strengthening of each student's skills. the goal is to more effectively equip students for integration into the workforce from the outset of their university studies. The notion of professional integration emerged in the 1960s from the field of public policy and social economy. It is a relatively recent and multifaceted concept that encompasses several meanings, including facilitating employment for young individuals (Beduwé et al., 2021), transitioning into the labor market (Canals, 1999), and gaining access to employment opportunities. Initially, this concept primarily focused on recent graduates, specifically the process of transitioning from education to employment.

Over time, the term professional insertion has been expanded to include various pre-employment situations such as job searching, temporary employment, unemployment, and training. In essence, it encompasses all the stages individuals experience before securing stable employment. Professional integration is thus perceived as a gradual and sequential process. The competence of professional insertion of students encompasses skill set, including the ability to identify and seize professional opportunities, communicate effectively, negotiate, work in a team, and adapt to changes in the work environment. Soft skills such as flexibility, creativity, and autonomy are also crucial in this regard, as they allow students to respond to new changes linked to the transformation of tasks and jobs.

Therefore, it is essential that students develop their transversal skills and continuously update them to keep pace with the dynamic and irreversible changes taking place in the labor market. Several studies report that hard skills alone are no longer sufficient to guarantee employability (Riskiyana,et al 2022; Ibrahim et al, 2016) . Indeed, Soft Skills are an essential lever for academic and professional success, and despite the growing recognition of their significance, there are limited studies evaluating the impact of these transversal skills on students' professional integration. There is a wide range of soft skills, classified according to different taxonomies and with different terminologies. In general, Soft Skills are seen as opposed to so-called disciplinary or technical skills (Heckman & Kautz, 2012). These skills cover two interdependent and dynamic dimensions: an intrapersonal dimension associated with soft skills (personality, self-image, attitudes, values, motivation, and personal experience) and an interpersonal dimension associated with social self-awareness and relationships with others (empathy, cooperation, communication, etc.). These intrapersonal and interpersonal skills serve to foster constructive and reciprocal interaction in a given group or social or professional context (Gilyazova et al, 2021). These are skills that have been described as valuable and indispensable in the world of work ((Heckman & Kautz, 2012), they are useful for improving individual and collective performance and

productivity. El Hariri (2020), considers Soft Skills as a strength, a secure investment for an entire career. She states in this regard that: "Soft skills are innate in some people or acquired through personal and professional experience in others. They are highly sought after by recruiters and we can even say that these skills represent the future of work". In essence, Soft Skills enable individuals to adapt more effectively to their surroundings by reinforcing their success rate through the activation of affective resources like motivation and resilience, as well as the recognition of social resources such as teamwork and communication. From this perspective, Soft Skills devices represent a set of measures made available to students to enable them to apprehend work in general and professions in particular (Mazade,2014). Soft Skills also foster a critical and self-reflective approach that empowers students to take proactive measures towards achieving their own goals, and ultimately, their professional integration (Hamoudi,s.d). In Morocco, there is a growing emphasis on the teaching of soft skills, which involves the acquisition of transversal skills through an innovative approach. This approach involves a series of measures that place the student at the center of both institutional and didactic concerns. Since 2017, the UCA has implemented a series of measures aimed at addressing the problems related to the professional integration of Master's and Specialized Master's students, as well as professional license students.

The Soft Skills module is the centerpiece of these measures and has the primary objective of strengthening students' skills through three distinct components: (a) the "personal development" component, which aims to provide students with intrapersonal and interpersonal skills that promote their self-esteem and ability to ensure their personal development, (b) the "professional project" component, which involves immersion in the world of work for a better understanding of this context, and (c) The "social project" component, designed to develop values of responsibility, commitment, and citizenship through the engagement of students in acts of solidarity and association. Moreover, the UCA also provides targeted support processes. the university is a pioneer in this field at the national level. In 2016, the UCA established the first Career-Center in Morocco reserved exclusively for job search services. The UCA Soft Skills program includes training modules and support that allows students to strengthen the components of professional integration skills by providing them with (a) content related to knowledge, such as how to write a CV, a cover letter, a job application, or an internship, (b) resources related to know-how, such as how to succeed in a job interview or internship, and (c) resources related to professional know-how, which include skills and abilities related to the work field.

Pedagogical innovation is a central lever that is manifested through several reinvigorating actions: (a) change management through this device, which is now mandatory in the UCA training curriculum, (b) the adoption of a pedagogical approach focused on the mobilization of resources that promote the professional integration of young graduates, and (c) the start of a transformative process guided by the mobilizing synergies of UCA teachers and UCA-certified professional coaches. At the Master's level, pedagogical innovation has been consolidated by the integration of digital technology into the system offered to students. This has been achieved through the implementation of several learning platforms to better support students, including language teaching platforms, MOOCs, and a platform specifically dedicated to Soft Skills. However, all of these measures must be evaluated retroactively to improve and perfect them (Gilles et al,2020). The interest is to understand if the Soft Skills pedagogical device allows reinforcing the competence of professional insertion. In higher education, the most common tools for evaluating the quality of training are those that collect feedback and impressions from students. These tools, and the processes in which they are

used, aim to evaluate the quality of various entities: teaching, programs, and learning acquired (Gilles et al,2020). To evaluate a student training system, several researchers advocate an approach centered on levels of evaluation and inspired by Kirkpatrick's model (Alsalamah & Callinan, 2021, Mohammed Saad & Mat, 2013) . This evaluation model presents four levels of evaluation: response, learning, behavior, and outcomes. The Kirkpatrick model is commonly used to assess the effectiveness of learning and measure its impact on ingrained behavioral attitudes and perceived usefulness. Although training can impact students' behaviors, it doesn't ensure the long-term maintenance of these behaviors (Alsalamah & Callinan, 2021, Mohammed Saad & Mat, 2013). Similarly, the perceived usefulness of training can affect learners' motivation to apply the knowledge gained in daily work. Therefore, other researchers have emphasized evaluation that focuses on the learning acquired Building on these observations, this study aims to evaluate the relevance of Soft Skills educational devices, focusing on the specific case of master's students of Cadi Ayyad University Marrakech (UCA). UCA was chosen due to its institutional variety, comprising 15 universities across the Marrakech-Safi region, established in four different cities, offering a diversified and complementary range of courses covering all disciplines.

Furthermore, all students enrolled in master's programs at UCA benefit from Soft Skills training, which provides an opportunity to describe the effectiveness of this pedagogical device within the university. The main objective of this study is to critically reflect on the effectiveness of the Soft Skills module on the ability of university students to effectively seek employment. The research question guiding this study is: What is the effectiveness of soft skills training for the development of students' employability competence on the levels of reactions, learning, and behavior? To achieve this objective, the study is divided into two parts. The first part discusses the literature that explains the theoretical and conceptual framework of the research. The second part deals with the research methodology, the results of our study, and the discussion.

1. Research Methods

The focus of this research is the evaluation of learning that implements the students' employability skills. These acquired learnings can be evaluated at levels 1, 2, and 3, by measuring the knowledge, skills, and attitudes acquired as well as the behaviors and concrete actions of students in the context of job search.

Table 1: Levels of assessment relevant to the study

Level 1	Evaluation of the reaction	of	The participants' appreciation and knowledge of the soft skills system and their motivation to apply the knowledge acquired.
Level 2	Evaluation of learning	of	Skills and attitudes acquired by participants as a result of the training.
Level 3	Behavioral assessment		Changes in participants' behavior in their work environment after the training.

In this sense the hypothesis of this research is formulated as follows: Learning Soft Skills has a positive effect on the employability competence of university students. This hypothesis is based on three interdependent axes: 1) the knowledge of Soft Skills developed by students, 2) the adoption and appropriation of Soft Skills and their application through real professional situations, 3) the evaluation of the effects of Soft Skills on the change of ingrained behavioral attitudes as well as on the perception of their usefulness by the student.

Furthermore, the study is part of a quantitative research process, and its steps are first presented and sequenced. The data collection tool and the analysis of the results are then explained and commented on. This is a quantitative study that focuses on students enrolled in Masters and Honors programs at UCA. Inclusion and exclusion criteria were used to better define the purpose of our study. Thus, students enrolled in the Master's program during the 2020-2021 academic year and who have taken the Soft Skills module at UCA were selected for the study. Excluded were foreign students, civil servant students, and students who had not yet started the Soft Skills module. We opted for a simple random sampling and then applied proportional affixation strata to have better representativeness of the UCA institutions. To determine the number of potential students from these institutions, the students responsible for each Master's degree were contacted. A comprehensive list of 1896 students eligible for the study criteria was compiled. All students were fully informed of the study and freely agreed to participate without compensation. Data collection was carried out through a questionnaire developed according to Kirkpatrick's framework of reference based on five-point Likert scales. The indicators of the three levels were targeted and adapted to the context of the UCA. The questionnaire was proposed in French and Arabic versions to target a wider audience. A preliminary version was validated by two teachers involved in the teaching of soft skills and tested with 15 UCA Master's students. The final version of the questionnaire is presented in four parts. The first part, of a general nature, concerns the identification of the respondent. The second part includes questions concerning the students' general appreciation of the soft skills system, the frequency of use of the proposed services, and the description of the soft skills necessary for employment that the students have developed through their learning. In the third part of the questionnaire, students are asked about the application of these soft skills in their job search. The questions asked concern the practices, habits, and means used during the job search. The fourth part of the questionnaire concerns their professional expectations. The related questions aim to analyze their self-perception of their own professional identity. To ensure a high response rate, we opted for the administration of a questionnaire by email to all UCA institutions. Thus, interested students were able to participate in the survey in a non-binding anonymous manner. A total of 215 responses were received, and 15 questionnaires were filled out incompletely and were deemed invalid. Thus 200 valid questionnaires were processed. The data were analyzed using SPSS software using descriptive statistics to describe the sample and the chi-square test was used to assess the relationships between students' obtaining an internship or job and their responses. To compare frequencies, $p < 0.05$ is considered the threshold for statistical significance. Reliability was deemed adequate after the collection of results and statistical analysis by Cronbach's alpha.

2. Results

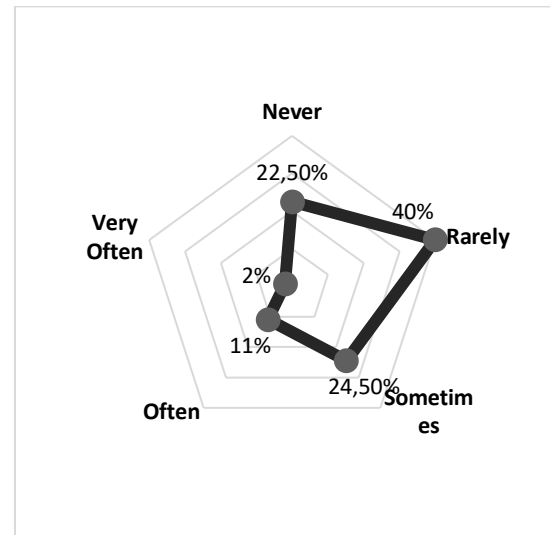
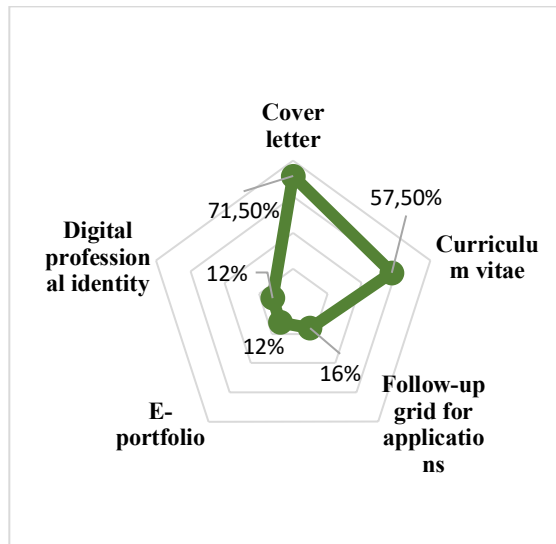
The study population is heterogeneous. It is composed of 46.5% female students and 53.5% male students. 57.5% of them are enrolled in S2 and 42.5% are studying in S4. The majority of students (60%) qualify as having a medium socio-economic level. 30% are from rural areas and more than 80% are between 22 and 25 years old. The most represented institutions are (a) Faculty of Sciences Semlalia, (b) Faculty of Legal, Economic and Social Sciences, (c) Faculty of Medicine and Pharmacy of Marrakech, (d) Faculty of Sciences and Techniques Gueliz, (e) National School of Applied Sciences of Marrakech, (f) National School of Commerce and Management and (g) Ecole Normale Supérieure. The results are presented according to the study's frame of reference:

2.1 Level 1: Knowledge about soft skills developed by students

A rate of 43.5% of the students affirms that the UCA Soft Skills program is very important to improve their job search process, while 24% of them do not share this opinion. However, overall, 67% of the students surveyed confirm the relevance of the pedagogical means implemented by UCA to strengthen their professional integration. Moreover, 51.5% of the students participating in the study evaluated positively the impact of the Soft Skills module on their job search process against 27.5% who expressed dissatisfaction in this regard. The results also show that more than 75% of the students have seen a significant improvement in their emotional and social skills as a result of the Soft Skills module. In addition, 35% reported that their motivation to look for a job had been greatly strengthened thanks to the new cross-cutting skills they had acquired, and 20% of the participants reported that their self-esteem and self-confidence had increased significantly. 55% of the students considered themselves to be responsible for their professional future. However, despite the acquisition of the full range of soft skills, 60% of students surveyed say they rarely use them and mainly when looking for a job. This can be explained by the general tendency among students to assimilate Soft Skills into academic knowledge and not pragmatic procedural knowledge. More than 80% of the students agree that the Soft Skills module taught allowed them to know job search tools that they did not know before. They specify this in their comments by referring to several application tools.

Figure 1: Job search tools learned in the module

Figure 2: Frequency of use of tools in the job search



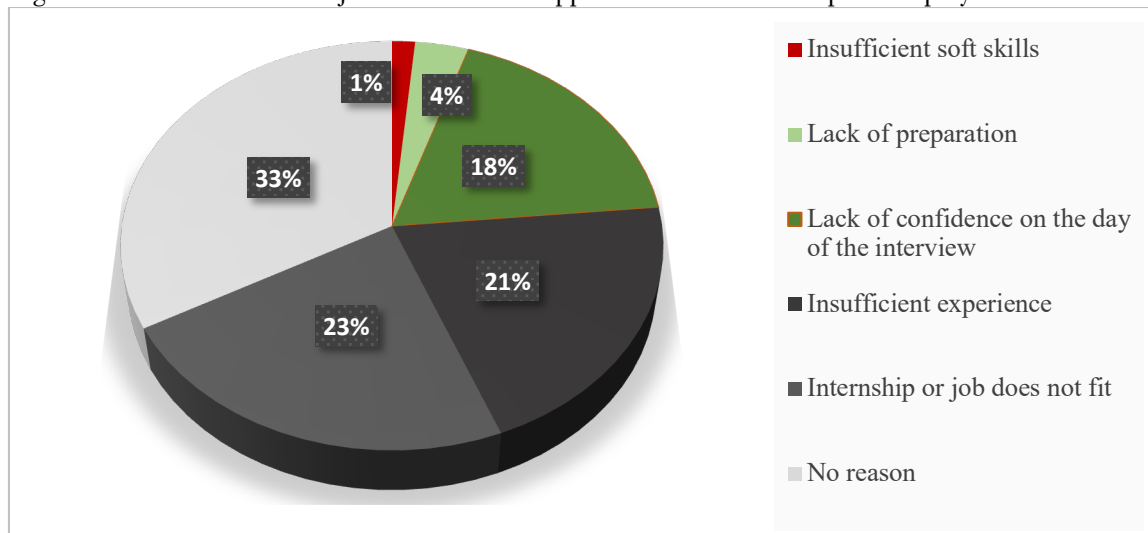
Regarding the Career Center service, 27% of students noted that their experience at the Career Center was an effective way to actively seek employment and complete the practical component of their Soft Skills training. On the other hand, 15% of the students surveyed questioned the value of this center and 35.5% had no opinion regarding this experience. It should be noted that the number of students who have benefited from the services of Career-Center agencies is relatively low. It represents 16% according to the testimonies collected. On the other hand, the number of students who have never benefited from the services of the Center represents 44%. The occasional beneficiaries represent

19.5%. It should also be noted that among the students interviewed, more than 30% were unaware of the existence of this center.

2.2 Level 2: adoption and appropriation of soft skills and their application in real work situations

The majority (75%) of students surveyed allude to difficulties encountered during the internship/job search process, compared to 25% who did not mention it. Overall, 5.5% of students were successful in securing an internship. This same survey allows us to draw up a global vision concerning the average duration of internships and temporary jobs held by UCA students. It should be noted that 26.5% of the students surveyed have never done an internship, and 37% of them have done a short internship of less than one month. On the other hand, more than half (53.5%) of the students declared that the internships or jobs they had done did not coincide with their field of training or their field of study, as opposed to 14.5% who said that the jobs they were looking for were in line with their training. It should be noted that 20% of students report that their application for an internship or job was rejected. The reasons for these rejections are identified from the survey data and are detailed in the following table.

Figure 3: Main reasons for rejection of student applications for internships or employment



Nevertheless, the acquisition of Soft Skills such as autonomy ($p=0.001$), perseverance ($p=0.000$), or communication ($p=0.000$), significantly prefigure their job search skills. 48.16% applied spontaneously, while 2% followed an institutional route through known professional agencies such as ANAPEC. On the other hand (50%), using the support of their network of acquaintances in their search for an internship or a job without following a recruitment process. It should also be noted that the use of a digital e-portfolio facilitates the job search process ($p=0.000$) and increases the student's chances of finding a job or an internship ($p=0.005$). Regarding the effectiveness of these searches, we can see from the students' responses that frequent use of the Carrer Center's services has had a considerable impact on the development of students' job and internship search skills. Indeed, one in four students who frequently used Carrer Center services were able to secure a corporate job while in school. This rate is higher for students in science disciplines.

2.3 Level 3: Evaluation of the effects of soft skills on behavioral attitude change

According to the students interviewed, the acquisition of various soft skills allowed them to significantly improve their job search attitudes and behaviors. The figures below show the student's assessment of the skills acquired and their change in job search behavior before and after the soft skills module.

Figure 4: Students' assessment of their soft skills before and after the module

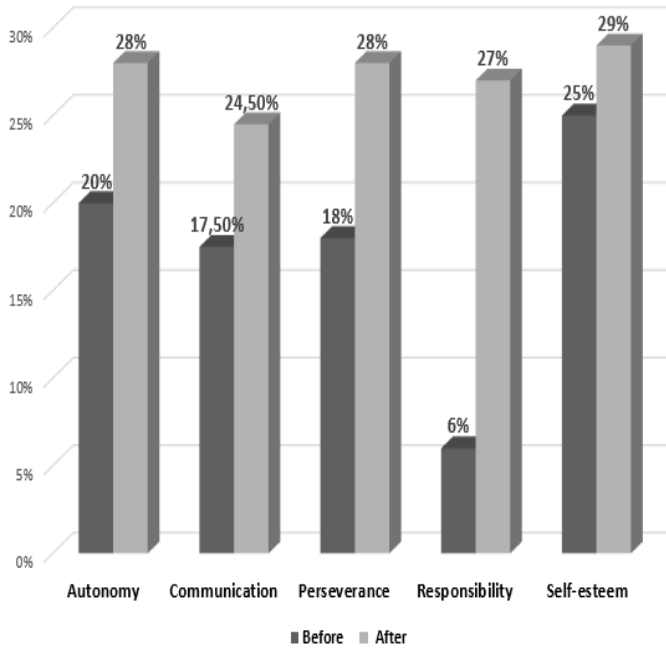
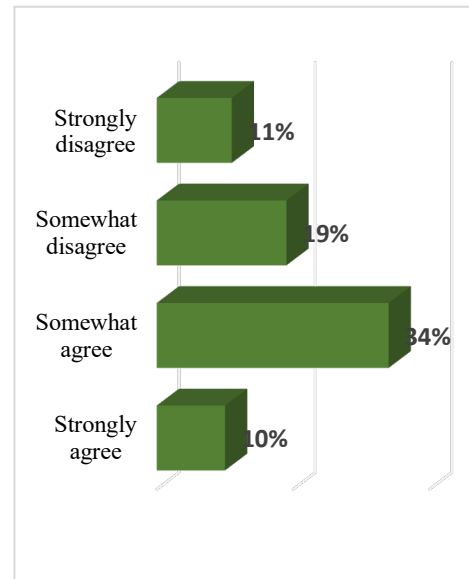


Figure 5: Personal Appreciation of the positive impact of the module on their job search behavior



For the students questioned about their plans after graduation, the most chosen perspective is to work in the public sector 39.1%, and the second option reported by the students is to attend graduate school to further their education 33.5%. The third choice is to work in the private sector (25%). It should be noted that there is no significant relationship related to gender or the nature of the respondents' training discipline. On the other hand, 27.4% of the students have a digital professional identity, but only 2% of them integrate into their presentation the Soft Skills acquired in the framework of the UCA program to enhance their professional skills. This observation also applies to the CVs and cover letters provided by students. 80% mainly mention their technical qualifications and academic knowledge. It should be noted that a significant relationship was established between the students' internship or employment experience and their professional project (p=0.000). Indeed, students who have had work experience have a professional e-portfolio, and a network of professional acquaintances and know the steps to follow when looking for a job. It is also important to note that 42% of students report that they are waiting for graduation to develop their career plans and begin the job search process.

3. Discussion

Soft skills are certainly indispensable in a world of constant change. They allow students to be better prepared to apprehend a context different from their studies, a context

where teamwork is important and where communicative skills such as active listening and synchronization play an important role in asserting oneself and confirming oneself professionally. These results are corroborated by those of a follow-up survey of 852 master's graduates in France. Effectively, students who claim to have improved their Soft Skills during their training observe an increase in their likelihood of securing employment.

3.1 Level 1: Knowledge about soft skills developed by students

The present study contributes to our understanding of the impact of the Soft Skills program implemented by UCA on students' employability skills. Our findings indicate that students have provided positive feedback regarding the steps taken by UCA within this module. Overall, students are aware that the acquired skillset enables them to enhance their skills and effectively prepare them to enter the professional world in the most efficient way possible. However, our results also reveal that the development of these skills is intrinsically linked to an awareness of their usefulness and contribution to personal and professional growth. Nevertheless, this awareness does not necessarily translate into the expected results by the university. (Lessard, 2021) explains that this may be due to a certain degree of reluctance on the part of students to fully engage with these new processes. Resistance to change is a common phenomenon, as fixed ideas and beliefs are deeply ingrained in students' collective imaginations. For instance, the prevalence of academic knowledge over other types of knowledge or the tendency to solely focus on learning disciplinary subjects, while disregarding or undervaluing the contribution of other cross-curricular teachings.

3.2 Level 2: Adoption and appropriation of soft skills and their application in real work situations

Some of the interviewed students expressed confusion regarding the practical application of the Soft Skills module in real-world professional situations. They seem to view the learning of this module as equivalent to other modules focused solely on knowledge acquisition rather than application (Björklund Boistrup & Selander, 2022). To truly understand the interest in Soft Skills, there must be a perfect assimilation of their usefulness. As Rose (2014) suggests, preparing for professional integration requires the acquisition, adaptation, and mastery of both informational and relational resources during training. However, the collected responses demonstrate a passive attitude among the students. Only a small proportion of students have applied for jobs, sent out CVs or cover letters, or held internships or jobs. The majority of students are waiting until after graduation to begin their job search process. Moreover, the students interviewed reveal a lack of knowledge about the various methods for accessing job or internship opportunities. These results suggest that students are underestimating the practicality and usefulness of soft skills in the professional integration process, which may explain their lack of commitment to actively engage in the job search process (Heckhausen & Heckhausen, 2018). Therefore, an efficient information system is required to address these shortcomings by encouraging all stakeholders to become actively involved in pooling efforts and undertaking actions. This would ensure an improvement in the training-vocational integration process within a quality management system governed by the quality approach.

3.3. Level 3: Evaluation of the effects of soft skills on behavioral attitude change

The findings of the study indicate that the acquisition of soft skills has a significant impact on individuals' job search behavior, specifically on their perception and preparation of plans. Students who have a positive perception of the usefulness of soft skills tend to be more confident and proactive in their job search, seeking networking opportunities, communicating effectively with potential employers, and showing persistence in their search. However, the results also suggest that acquired soft skills are not systematically utilized and do not effectively contribute to behavioral changes. According to recent research, the acquisition of skills is not sufficient to guarantee their use (Tifroute,2023). Additionally, found that even students who have completed career counseling programs may be reluctant to change their job search habits. The results emphasize the importance of implementing strategies to encourage the development of soft skills in students and providing them with concrete opportunities to enhance their usefulness in the professional world. Lemistre & Ménard (2018) suggest that university professional insertion devices should aim to facilitate the transition to the professional world through internships and student jobs. The objective is to assist students in better understanding the challenges and opportunities of the labor market from the beginning of their academic career, encouraging lasting behavioral changes in favor of successful professional integration. According to research, programs that provide students with a clear view of the world of work and career opportunities have a significant impact on their skill development and success in transitioning to the labor market (Omorog,2020; Molarix & Nohu,2019).

Conclusion

Our research presents a preliminary investigation of an emerging issue: the impact of the Soft Skills module on the employability skills of UCA students. Universities are constantly evolving towards more transversality, internationalization, and partnerships in an open environment. In response to this call for "individual action" soft skills have become a crucial factor for performance and success. The literature review revealed that the integration of soft skills in higher education is a response to the needs felt and expressed by various players in the field of education. This process is part of the logic of pedagogical innovation in Moroccan universities. Therefore, questions about the usefulness and effects of soft skills on professional integration are fundamental. They make it possible to analyze the effectiveness of soft skills teaching and its relevance to student's employability. The results of this survey do not allow us to attribute a tangible effect of the Soft Skills module on student integration. However, they indicate that the stakeholders are gradually acknowledging the system's aims. Nonetheless, its implementation remains closely linked to university authorities, in a context where its deployment does not rank among the priorities of the vast majority of students. This study emphasizes the importance of raising awareness about this subject within universities to establish bridges between the academic frameworks of reference concerning the teaching and learning of soft skills and students' perceptions of the usefulness of this learning for their professional insertion. Therefore, the development of an internal communication strategy within universities is crucial to ensure better dissemination

of information about students' professional integration and to respond appropriately to their expectations and apprehensions. However, to make this system of professional integration at the university level sustainable, it would be wise to consider the experience of international programs such as the one for the promotion of young people in Uruguay (Pro-jeune). This program can shape a model of stable integration schemes that would allow for the development of a sustainable public action strategy (Jacinto and Zangani, 2009), taking into account the specificities of the Moroccan context.

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