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*Scientific articles*

## **Habilidades blandas en liderazgo directivo: Una revisión sistemática**

***Soft skills in managerial leadership: A systematic review***

***Soft skills em liderança gerencial: uma revisão sistemática***

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### **Resumen**

El presente estudio de revisión sistemática tuvo como finalidad investigar publicaciones relacionadas con las habilidades blandas y su influencia en el liderazgo directivo. Su objetivo principal fue descubrir cómo se vinculan estas variables. Según estadísticas sobre liderazgo directivo y su efecto en el desarrollo educacional, es necesario identificar los problemas asociados, como insuficiencias del sistema educativo, falta de incentivos para un liderazgo efectivo o la tendencia a descuidar las habilidades blandas al priorizar el logro de metas sobre el aspecto emocional. El estudio se diseñó bajo un enfoque cualitativo, con el propósito de evaluar publicaciones electrónicas y tesis sobre las habilidades blandas y su relación con el liderazgo directivo. Se buscó sintetizar esta información y contextualizarla para facilitar la toma de decisiones. Se buscaron e indexaron artículos de diversas publicaciones periódicas y repositorios, utilizando operadores booleanos como *AND*, *OR* y *NOT*. También se utilizaron bases teóricas de diversos autores para sustentar la revisión bibliográfica. En la recopilación de información se utilizaron palabras claves como habilidades blandas, liderazgo, relación, educativo. Se concluye, con base en los artículos y tesis revisados, que existe una relación estrecha entre las habilidades blandas y el liderazgo directivo.

**Palabras clave:** directivo, educación, habilidades blandas, liderazgo, relación.

## Abstract

The purpose of this systematic review study was to investigate publications related to soft skills and their influence on managerial leadership. Their main objective was to discover how these variables are linked. According to statistics on managerial leadership and its effect on educational development, it is necessary to identify associated problems, such as insufficiencies in the educational system, lack of incentives for effective leadership or the tendency to neglect soft skills by prioritizing the achievement of goals over the appearance emotional. The study was designed under a qualitative approach, with the purpose of evaluating electronic publications and theses on soft skills and their relationship with managerial leadership. We sought to synthesize this information and contextualize it to facilitate decision making. Articles from various periodicals and repositories were searched and indexed, using Boolean operators such as *AND*, *OR* and *NOT*. Theoretical bases from various authors were also used to support the bibliographic review. Key words such as soft skills, leadership, relationship, educational were used in the collection of information. It is concluded, based on the articles and theses reviewed, that there is a close relationship between soft skills and managerial leadership.

**Keywords:** management, education, soft skills, leadership, relationship.

## Resumo

O objetivo deste estudo de revisão sistemática foi investigar publicações relacionadas às soft skills e sua influência na liderança gerencial. O seu principal objectivo era descobrir como estas variáveis estão ligadas. De acordo com as estatísticas sobre liderança de gestão e o seu efeito no desenvolvimento educativo, é necessário identificar problemas associados, como insuficiências no sistema educativo, falta de incentivos para uma liderança eficaz ou a tendência para negligenciar as competências interpessoais, dando prioridade à concretização de objectivos em detrimento do aparência emocional. O estudo foi desenhado sob abordagem qualitativa, com o objetivo de avaliar publicações eletrônicas e teses sobre soft skills e sua relação com a liderança gerencial. Procuramos sintetizar essas informações e contextualizá-las para facilitar a tomada de decisão. Artigos de diversos periódicos e repositórios foram pesquisados e indexados, utilizando operadores booleanos como *AND*, *OR* e *NOT*. Bases teóricas de diversos autores também foram utilizadas para embasar a revisão bibliográfica. Palavras-chave como soft skills, liderança, relacionamento, educacional foram utilizadas na

coleta de informações. Conclui-se, com base nos artigos e teses revisados, que existe uma estreita relação entre soft skills e liderança gerencial.

**Palavras-chave:** gestão, educação, habilidades interpessoais, liderança, relacionamento.

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## Introduction

At an international level, leadership is considered the second most important factor by international organizations to demonstrate learning achievements (Unesco, 2023). Aguirre, Serrano and Sotomayor (2019) affirm that such a notion is framed as belonging to *constructivism*.

For their part, Fernández, Lozano and Cabrejos (2022) state that soft skills constitute a key factor for the quality of education. These skills are defined in a similar way to socio-emotional skills, and focus on developing affectivity, confidence, knowledge of the world, social skills and positive attitudes.

Few educational programs consider soft skills, despite being essential to improve academic and social outcomes. One of the problems they face is the difficulty of defining how to apply psychological and cultural development processes to effective and measurable educational policies. Educational institutions in the cultural field in Peru have problems developing teamwork activities, strategies to improve interpersonal interaction or conflict resolution in the psychocultural field. This is due to the lack of teacher training, lack of experience in the subject, resistance to changes in ideas, excessive bureaucratic burden and limited class time. Therefore, the issue focuses on personal and cultural skills, which must be acquired at the individual and community level, rather than depending on decrees and narrative programs from official entities, although well-intentioned. Consequently, it is reasonable to affirm that the lack of development of personal skills in teachers increases the deficiencies in the implementation of educational policies.

## Context

The United Nations Educational, Scientific and Cultural Organization (UNESCO) stated in 2014 that it is crucial for leaders in the education sector to use their managerial skills to achieve desired results in educational management. This involves factors such as planning, organization and following procedures for effective management. A school principal must

be prepared to solve problems and fulfill his or her responsibilities in the educational and scientific field.

Furthermore, according to UNESCO (2015), the Ministry of Education in Ecuador needs administrative skills to manage student learning. It is emphasized that these skills can help to better manage schools, creating an ideal work environment with family participation and creating a favorable learning environment. Although many situations of school violence do not directly affect personal and work harmony at school, they do influence the behavior of students both in the community and at home. As a result, it is essential to investigate these situations to understand what really happens with school cooperation, which helps the administrative team of an educational institution, according to the specifications of this study.

Management in Peru refers to the ability to establish an adequate connection between the structure, strategies, system, people, and higher-level objectives of the institution. This shows that the director's management has an impact on all phases of institutional improvement and consolidation, according to his or her strategic orientation and direction, cultural approach, work environment, and leadership style (Beltrán, 2017, cited by Mogrovejo, 2021). Management is essential for those who work in this field because it helps to maintain attention on the established objectives and the tasks that have been assigned to properly direct the administration. In 2015, the National Good Management Framework of the Ministry of Education of Peru was updated to guide directors and their management teams. This is due to significant advances in theoretical definitions, research findings, and professional training in school leadership at national and international levels. To develop and strengthen national school leaders, the Framework for School Governance and Leadership (MBDLE) conceptualizes essential personal practices and skills. The MBDLE is also considered fundamental for educational efficiency, as it promotes effective leadership practices and a common language among educational actors. Through the promotion of a common language that fosters collective understanding and reflection on school leadership, among other things, it aims to guide the action of school leaders and their training and self-development (Minedu, 2021).

## Background

The variables of this research have already been the subject of previous studies. In the international field, a study in Venezuela aimed to show the problem of subjectivity when implementing soft skills plans aimed at educational leaders (Aldaz et al., 2024). The study, of a quasi-experimental nature, had a sample of thirty teachers. The results of the pre- and post-test show a significant difference in the means. The alternative hypothesis has been verified and it has been concluded that the use of the soft skills program can achieve effective managerial leadership.

Vieira et al. (2024) conducted a study, published in the journal *Importance of Skills*, which sought to identify soft skills in tourism entrepreneurs in Colombia. The empirical research included a sample of 102 directors and 9 tourism training teachers. It was concluded that leadership, communication and teamwork skills are essential. In conclusion, soft skills can be ranked, grouped and evaluated in various ways, highlighting their importance in management.

Sánchez et al. (2022) sought to examine the mastery of soft skills in university students and their influence on employability. Bibliographic data is collected from publications from the last five years that are found in bibliographic search engines. The research, of a descriptive and documentary type, collected data from publications from the last five years available in bibliographic search engines. Higher-level students postpone the mastery of these skills and their development, resulting in a demand for soft skills in the workplace. It is concluded that urgent measures need to be taken to meet the growing demand for soft skills so that graduates have more job opportunities.

Córdova et al. (2021) seek to determine the leadership approach of school principals. Recently published articles on the subject were taken as a reference. It is necessary to assess the level of leadership and how it affects teachers' performance, as well as their understanding of leadership styles for an inclusive culture and adequate training. In conclusion, the analysis of principals' performance should be based on their efficiency and commitment based on their ability to manage learning. Develop leaders through strategic concepts, collaborative work, and interpersonal relationships.

In their article, Cuesta and Moreno (2021) attempted to review documents on educational leadership and its conceptualization. 87 document reviews from Ibero-American databases were conducted. The findings indicate that the definitions of educational leadership and school leadership are ambiguous. When talking about leadership, it refers only to

administration, although in practice it is not largely limited to these environments. In conclusion, to avoid distortions in epistemology and the accumulation of content, it is necessary to formulate leadership theories from ontology.

Ferreira (2021) sought to compare and analyze publications on managerial leadership in relation to school management. It is an article that carries out a systematic review of several publications. The conclusions highlight the role of the managerial leader in the management of school institutions in relation to learning outcomes, since good performance as a pedagogical leader improves educational quality.

In their research, Fuentes et al. (2021) attempted to determine how soft skills affect Colombian students. cross-sectional, descriptive and quantitative research. Their choice of fifty students. The most evident skills identified are listening, influencing and teamwork, highlighting the need to foster responsibility and solidarity . Last but not least, the work environment requires recent graduates to demonstrate having soft skills that allow them to access employment.

In their 2019 publication in the journal Education, Castro et al. examined the core competencies of leaders for student success. The type of study is quantitative, non-experimental and cross-sectional. The method proposed by Muñoz in 2012 to assess the leadership competencies of managers and technical heads is used by 568 teachers. Information for decision-making and change management can be improved through high levels of assertive communication and knowledge of the institutional Project. Gender differences favorable to the female sex were found in the independent attributes. It is concluded that improving the performance of managers is the main objective.

Morales (2024) aimed at developing a soft skill to improve the leadership of Comas managers at a national level. Mixed research with 28 participants. using Vanderbilt's educational leadership tools, the interview and the survey. As a result, the cultural dimension in learning has a high score, while the professional dimension has an average score. The final conclusion is that the leadership of the directors of educational entities in Comas will improve by implementing the proposal.

Pizarro (2024) proposed that educational coaching designed in a program could strengthen the soft skills of primary school teachers in a private school. It is a cross-sectional, qualitative, non-experimental and descriptive research. The techniques included interviews and surveys for the sample, which includes two directors and 23 teachers. The educational coaching program is presented as a proposal that includes a variety of innovative strategies



and methods to accompany in a group or individually, which helps teachers improve their soft skills. It has been concluded that the research has a significant impact on the resolution of the identified issue.

Lozano's (2023) publication in Conrado aims to suggest methods for principals to improve their performance in Chiclayo. It is basic research, not experimental research. His selection includes 49 managers. It turned out that 12% performed high-level functions, 18% promoted improvements in learning by managing conditions, and 8% guided pedagogical processes effectively. Last but not least, it is necessary to implement soft skills plans to practice leadership effectively that benefits both the environment and the organization.

Medina (2023) sought to determine how the soft teaching skills of the Local Educational Management Unit (Ugel) Santa are affected by the transformational teaching style. Quantitative, descriptive, non-experimental and causal correlational research. He considered seventy teachers and two questionnaires as evidence. The result shows that soft skills are 57% and 46% at the moderately efficient transformational leadership level. Teachers' soft skills are affected by the transformational leadership style.

Chaca (2022) sought to establish a relationship between administrative job performance and soft skills in Huancayo. A descriptive and correlational analysis. The technique used a survey and a Likert questionnaire. It turned out that soft skills have a significant impact on job performance in the remote modality.

Ferrel's (2021) research seeks to describe how soft skills affect directors and their leadership in Apurímac in 2020. Non-experimental quantitative descriptive and correlational research. A sample of ninety-two people. as a survey method. The results obtained confirmed that the variables under study had a positive and moderate relationship of significance, and the alternative hypothesis that related these variables was accepted.

Lopez and Lozano (2021) seek to study in depth the socio-emotional aspect of humanity, where soft and hard skills are developed when educating. This will determine whether learning is imparted correctly and whether teachers are prepared to initiate the development of analysis, synthesis and interpersonal relationship skills. Forty-three educators received surveys, interviews and field study. The study is classified as mixed type. The findings allow us to conclude that deepening perceptions about soft skills in the educational field and knowledge of these skills individually are crucial for the success of learning.

Muñoz et al. (2021) investigated the importance of a strategy to improve the leadership and management skills of managers in senior leadership positions. The research is mixed, the sample conventional, the instrument a valid and reliable survey. The findings demonstrate that management skills are common. It is concluded that it is necessary to develop ideas to improve leadership and management skills to achieve peaceful coexistence and good treatment in the educational work environment.

Palacios (2021) wanted the program to focus on soft skills so that directors could improve their management capacity. descriptive, non-experimental and purposeful research. He considered a sample of seventy people. The survey was used as a method and the questionnaire as a tool. According to the data, 23% of directors are rarely engaged in high-quality work and 33% experience any kind of difficulty in completing tasks. Therefore, it is concluded that directors should be strengthened with a proposal for soft management skills.

Soto (2021) aimed to create a manual to help directors of private organizations develop pedagogical leadership. The applied study uses a qualitative method. The sample consisted of two leaders, ten teachers, and ten parents. Interviews, questionnaires, and observation guides were used. The results demonstrate the lack of effective communication between educators and the lack of motivation of teachers due to the lack of adequate funding. Finally, the objective of the research was achieved since the created guide addresses the deficiencies found in the educational entity analyzed.

Huanaco (2019) investigated whether there was a correlation between soft skills domains and teacher performance. The study is quantitative, descriptive and cross-sectional. The sample of 48 teachers was selected by non-probabilistic sampling. A survey was conducted. The results show a direct correlation coefficient of 0.843 between the variables. Therefore, a direct correlation is discovered between the variables and it is concluded that the proper management of soft skills is related to a high level of competencies to improve the behavior of teachers in the entity studied.

We define soft skills to begin the theoretical foundation of the first variable. Soft skills allow people to have self-knowledge and self-regulation by relating effectively to those around them. Skills, according to Goleman (1999), are ways of adapting, being responsible, adapting, communicating responsibly, and accessing effective communication. This aspect is more important than the cognitive aspect, and this general concept of skill is related to soft skills in particular. According to Guerra (2019), training in soft skills involves the complete



development of cognitive skills and is increasingly present in the evaluative processes of measuring competencies in educational institutions.

The World Health Organization (WHO) defines life skills as a combination of fundamental socio-affective skills that allow us to relate to others and face daily challenges and situations, where the concept of soft skills is assimilated (Sánchez, 2017).

Interpersonal skills such as assertive communication, negotiation and self-confidence are the main ways of expressing these soft skills. Then, cognitive factors shape it to solve problems, make good decisions and think critically; self-evaluate and understand the effects of educational management. Finally, it includes the ability to be aware and manage stress.

Regarding the dependent variable, managerial leadership, leadership is defined as a method by which a manager influences a group of people to achieve shared goals. Principals, teachers, and administrative staff of educational institutions are leaders who influence others to learn better and achieve their goals.

Leadership in educational institutions is not limited to the management of the entity; it must have an impact on learning (Bolívar, 2010). Similarly, Leithwood (2009) states that managerial leadership is essential to improve the quality of education today. Therefore, it can be stated that leadership is fundamental in the management of educational institutions to achieve quality standards, making leadership the key to achieving organizational objectives and goals.

The current approach recognizes that leadership in schools takes on shared and distributed characteristics because several collaborators work together towards a common goal from different positions. According to Spillane (2010), leadership in schools extends to formal and informal levels, not just to formal positions.

## Method

This study is of a basic type and aims to generate new knowledge or modify existing knowledge. It is an original or review study that collects relevant information on a specific topic. The objective is to investigate electronic sources on the relationship between soft skills and managerial leadership. The literature review includes data from high-impact scientific publications indexed in journals such as SciELO, Web of Science, and Scopus, as well as theoretical information, statistics from international organizations, and references to the legal framework of the Constitution of Peru. Similarly, keywords such as soft skills, leadership, managerial, relationship, and educational were used. Boolean operators such as *AND*, *OR*,



and NOT were used during the search . Inclusion criteria were defined to filter the results and improve the accuracy in the selection of relevant publications for this review. The review article used the comparative synthetic method, This method was used due to its ability to synthesize and compare information from various sources, allowing the identification of patterns and trends related to the variables under study and allowing the examination and analysis of the similarities and differences of a sample of 16 scientific articles and theses in electronic format . The characteristics were established and organized in Table 1, which facilitated the analysis and description of the information.

## Results

**Table 1.** Documentary research, database of articles and research papers

No.	Author/ year/	Qualification	Type of study	Results	Conclusions
01	Aldaz et.al (2024)	Soft skills plan to improve management leadership	Quasi-experimental	In the results of the experimental group before and after the test, with a mean difference of 7.93 points and a p=0. There is a variation that is statistically significant.	A soft skills program was shown to work well for an experimental group with managerial leadership levels. However, it strictly depends on established cultural and institutional definitions and strategies.
02	Vieira et al (2024)	Importance of soft skills in the tourism industry. Case of executives from the city of Manizales, Colombia	Empirical research	Leadership, communication and teamwork skills are essential.	In conclusion, skills can be hierarchically located, grouped and evaluated in various ways, which demonstrates the importance of soft skills management in managers.

03	Sanchez et al (2022)	Development of soft skills as a strategy for job placement of university students.	Documentary and descriptive study	Higher education students are putting off mastering and developing these skills, and soft skills are in demand in the workplace.	It has been concluded that urgent measures are needed to meet the growing demand for soft skills so that graduates have more job opportunities.
04	Fuentes et al (2021)	Assessing soft skills in higher education.	Descriptive and cross-sectional study	It turns out that the most obvious skills are listening, influencing and teamwork, and responsibility and solidarity must be strengthened.	Last but not least, the work environment requires recent graduates to demonstrate soft skills that enable them to access employment.
05	Lopez and Lozano (2021)	Soft skills and their influence on the construction of meaningful learning	Mixed type	The findings lead us to the conclusion that deepening perceptions about soft skills in the educational field and knowing these skills individually are crucial for successful learning.	Finally, the use of soft skills during the school stage significantly improves the healthy management of emotions and emotional intelligence, which are crucial for the integral growth of human beings.
06	Lozano, M. (2023)	The impact of soft skills on managerial performance: a comprehensive program	Basic, non-experimental research	It turned out that 12% performed high-level functions, 18% promoted improvements in learning by managing conditions, and 8% guided pedagogical processes effectively.	Last but not least, it is necessary to implement soft skills plans to execute effective leadership exercises that benefit the environment and the organization.

07	Medina, C. (2023)	Impact of transformational leadership on soft skills in teachers of an educational institution of the UGEL Santa, 2023	research .	The result shows that soft skills are 57% and 46% at the moderately efficient transformational leadership level.	Teachers' soft skills are affected by the transformational leadership style.
08	Ferrel, W. (2020)	Soft skills and managerial leadership in secondary schools of UGEL-Huancarama, 2020	Descriptive and correlational	In the secondary educational institutions of UGEL-Huancarama (Juan Antonio Trelles, María Parado de Bellido and Parroquial San Gabriel), a moderate positive correlation was found between soft skills and managerial leadership ( $p < 0.05$ and $Rho Spearman = 0.633$ ).	It is concluded that in the educational institutions of the UGEL in Huancarama , there is a connection between soft skills and direct leadership. The conclusion is that managerial leadership in the educational institutions under study will be strengthened by implementing more soft skills.
09	Balbin, Y. (2020)	Levels of development of soft skills in university students from a private university in Lima – 2020	Comparative descriptive study	The results of the research showed significant differences between the skill levels developed by the students according to the Kruskal Wallis statistic with $p = 0.000$ . The lowest level observed in the Industrial Engineering degree was the most representative.	The results of a private university in Lima, 2020, showed significant differences in the levels of soft skills of students in three university courses, according to the general objective set.

10	Chaca, A. and Contreras, L. (2022).	Soft skills and job performance of administrative workers in remote work. Huancayo Graduate School, 2021.	Descriptive correlational research.	The Pearson r correlation ( $r = 0.766$ ) shows a positive and good correlation, with a significance of $p = 0.000$ .	Soft skills have been shown to have a significant impact on the job performance of administrative employees; in other words, whether soft skills significantly improve the job performance of administrative employees in remote work at the Huancayo Graduate School 2021.
11	Capcha, D, and Rodríguez, G. (2020)	Soft skills and job placement in graduates of the FACAP - Tarma Business Administration professional course, period 2016 – 2018	Correlational, cross-sectional research.	The results found indicate that there is not enough evidence to demonstrate that there is a relationship between the development of soft skills and the job placement of graduates.	The findings show that there is not enough evidence to affirm that there is a relationship between the development of soft skills and the job placement of graduates.
12	Huamán, E. (2021)	Administrative management and soft skills of the directors of the educational institutions of the UGEL Corongo, 2020	Correlational	A significant result was found thanks to the Spearman's Rho correlation coefficient of $0.665^{**}$ , which indicates a moderate (medium) direct relationship between administrative management variables and soft skills. The significance value	In conclusion, the results of the correlation coefficients between the variables investigated were significant.

				of this relationship is 0.000 less than 0.01.	
13	Rodriguez et al. (2021)	Soft skills and teacher performance at the higher level of education	Review study	After researching and interpreting previous studies, theories and concepts related to the research topic, the following sections of this review article aim to develop soft skills in education in a conceptual and analytical way.	The definitions of Daniel Goleman's soft skills dimensions, soft skills of higher education teachers, teacher performance, teacher performance evaluation, and finally the importance of soft skills for university teachers' performance have been developed. Finally, a framework for future research on the topic is established.
14	Palacios, M. (2021)	Soft skills program to improve the managerial skills of the directors of the Señor de Sipán University - 2019	Descriptive purposeful research	According to the data, 23% of managers are rarely engaged in high-quality work, and 33% experience any difficulty in fulfilling their duties.	Therefore, it is concluded that directors need to develop soft management skills to perform their duties effectively.



15	Huanaco, K (2019)	Soft skills and four domains within the framework of good teaching performance at the IE “Casa Blanca de Jesús” of SJL-2019.	Correlational and cross-sectional study.	The results show a direct correlation coefficient of 0.843 between the variables.	Therefore, a direct correlation is discovered between the variables and it is concluded that the adequate management of soft skills is related to a high level of competencies to improve the behavior of teachers in the entity studied.
16	Pizarro, S. (2024)	Educational coaching program to strengthen soft skills in teachers at a private educational institution in Lima.	Qualitative and cross-sectional descriptive study	The educational coaching program is presented as a proposal that includes a variety of innovative strategies and methods to accompany in groups or individually, helping teachers improve their soft skills.	It has been concluded that coaching has a significant impact on strengthening soft skills in teachers.

Note . Own elaboration

To analyze, synthesize, and make decisions, the review focused on identifying journal articles and theses indexed in electronic repositories and organizing them in Table 1. The information organized in this way allowed us to observe that most of the studies reviewed are correlational (they analyze relationships between variables), descriptive (they characterize phenomena), and cross-sectional (they were carried out at a specific point in time). This organization facilitated the identification of patterns in the results and conclusions. In total, sixteen articles and theses were reviewed that address soft skills and their impact on managerial leadership, both internationally and nationally, published between 2019 and 2024.

## Discussion

According to Aldaz et al. (2024), the soft skills program showed positive results at the levels of managerial leadership. For their part, Vieira et al. (2024) highlighted the importance of soft skills management for managers. Similarly, Sánchez et al. (2022), Fuentes et al. (2021) and López and Lozano (2021) highlight that soft skills are essential for both job access and personal development. In contrast, Capcha and Rodríguez (2020) identified that there is no relationship between job placement and the development of soft skills. Lozano, M. (2023) argues that the implementation of soft skills plans is essential to carry out effective leadership exercises that are beneficial to the organization and the environment. As a result, Medina, C. (2023) points out that the transformational leadership style has an impact on teachers' soft skills. Ferrel, W. (2020) states that the implementation of more soft skills will strengthen managerial leadership in educational institutions. Balbin, Y. (2020) points out that there are significant differences between students regarding their soft skills.

Chaca and Contreras (2022) conclude that soft skills have a significant impact on employees' job performance. These results coincide with the findings of Huamán et al. (2021) and Huanaco et al. (2019), who showed a significant correlation between soft skills and managerial and teaching leadership. Palacios, M. (2021) advises principals to learn soft management skills to carry out their responsibilities effectively. Rodríguez et al. (2021) establishes a framework for further research. Pizarro, S. (2024) presents his training proposal, which has a significant impact on strengthening teachers' soft skills.

The authors highlight the importance of the significant relationship between both variables. Their positions are oriented towards educational improvement, especially in local educational management units, where strategies are needed to develop soft skills that strengthen managerial leadership. Therefore, it can be stated that there is a wide range of data on the variables studied: soft skills and their relationship with managerial leadership.

## Conclusion

According to the results of the studies examined, a significant connection between soft skills and managerial leadership is demonstrated, as the researchers conclude. As a result, it was found that soft skills allow people to gain self-awareness and self-regulation by effectively relating to those around them. This allowed them to adapt, take responsibility and communicate effectively. The leader who has developed his socio-emotional skills will be able to positively influence his staff, optimizing their performance to achieve organizational goals, especially in the educational field. This is in line with what Medina (2023) and Ferrel (2020) pointed out, who highlighted the impact of soft skills on managerial leadership. It is essential to review scientific studies that address the proposed variables, as they serve as references for future research. This enriches the state of the art and contributes to the development of knowledge in this area. Reviews provide a useful database to expand or develop the research topic.

## Future lines of research

Future studies suggest that government educational policies should encourage research on these variables. It is possible to diagnose the impact of soft skills on the leadership of principals in different countries. With the information collected, new strategies can be developed. The diagnosis will allow timely addressing the challenges of principal leadership and taking relevant actions, such as the implementation of programs, models and workshops to reverse conflict situations. In addition, systematic reviews can be used to inform the design of research and its results, which will allow new studies to be proposed that strengthen management practice at the Local Educational Management Unit (UGEL) level. These reviews will provide tools for effective management and the fulfillment of strategic objectives aimed at educational quality.

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