

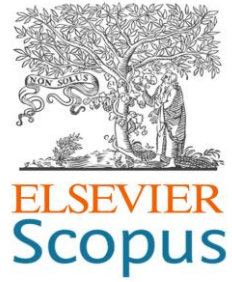


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Impact of Integrating Soft Skills into Professional Training at CRMEF on Environmental Management within Educational Establishments

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Abstract: Soft skills have become a necessity in the last decade to develop and train professionals capable of getting involved and working on themselves to demonstrate competitiveness in terms of employability on the one hand and the management of school environment parameters. This study attempts to show the importance of integrating soft skills as a training module within regional centers for education and training professionals on socio-professional skills, and specifically the management of environmental parameters, while attempting to model and classify skills in connection with this concept. The results of our research show that 90% of the population of administrators and 82% of professors who have followed training in soft skills have shown great ease in environmental management, whereas 91% of executives have demonstrated difficulty in management without training in soft skills. We deny towards the end the importance of emphasizing the training of executives in new social and communication dimensions, space management, and risk management in a professional environment.



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Keywords: soft skills; vocational training; environmental management

将软技能融入CRMEF专业培训对教育机构环境管理的影响

摘要: 在过去十年中,软技能已成为培养专业人员的必需品,这些专业人员一方面能够参与并自我完善,从而在就业能力和学校环境参数管理方面展示竞争力。这项研究试图表明将软技能作为区域教育中心的培训模块来培训专业人员的社会职业技能,特别是环境参数管理的重要性,同时试图对与此概念相关的技能进行建模和分类。我们的研究表明,90%的管理人员和82%的教授在接受过软技能培训后,在环境管理方面表现得非常轻松,而91%的高管在没有接受过软技能培训的情况下,在管理方面遇到困难。我们最后否认了强调对高管进行新的社交和沟通维度、空间管理和专业环境中的风险管理方面的培训的重要性。

关键词: 软技能; 职业培训; 环境管理

1. Introduction

In the last decade, reform of the training system for administrative and educational executives has given rise to innovative training modules to train the generation of educational, accounting, and management actors capable of adapting to changes in the environment.

The current training system has called upon a sum of content related to the development of environmental parameters based on an educational engineering planning of the contents in technologies, Communication Professional, management and piloting, and Soft Skills.

The Ministry of National Education, preschool, and sports has proceeded through the reform of professional training through the implementation of a model defined by ministerial decree 62-22 [1]. This reform of the cycle of vocational training should converge towards the expectations of the Commission Special on the new development model, with whom the department of Higher Education works closely in this regard.

The use of Soft SKILLS in executive training offers opportunities to train future educational executives such as Moroccan competent and innovative. However, the implementation of such a module requires the establishment of a training strategy based on educational approaches that are open and adapted to the socio-psychological needs of learners and the environment.

2. Theoretical Framework

2.1 Soft Skills: Definition and Classification

Several definitions have been proposed to define this term. We let us remember that proposed by Tea Balance Careers [2]: "Soft SKILLS are personal attributes, personality traits, and communication skills needed to succeed at work. Soft SKILLS characterizes

the way in which a person interacts in his relationships with others [3].

Soft skills include adaptability, creativity, work ethics, teamwork, networking, positivity, time management, motivation, flexibility, problem-solving skills, critical thinking, and the ability to manage conflict. In other words, Soft Skills involve working on oneself to demonstrate competitiveness in terms of employability.

The Soft module SKILLS at CRMEF covers four areas of training: study, life, civic, and Professional SKILLS [4].

2.2. The Steps of Soft Skills Training at CRMEF

To provide additional training and offer trainees opportunities to integrate and manage groups of different qualities, CRMEFs have adopted a new complementary Soft SKILLS module [5].

Soft SKILLS training is specific in that the content it contains must not be exempted from the classic way: the teacher is innovative based on an analysis of the needs of the socio-professional environment. Each learner should fulfill the role of an actor called upon to operate either in learning or working environment, [6].

Take in charge A course of Soft Skills; has our sense should to do in adopting a approach based on:

2.2.1. The Dynamic of the Groups Restricted

The teacher supervised a group of students who came to learn. It is a group that should be restricted (a maximum of people in their thirties) to favor interaction.

In this mode of training, two terms turn out to be fundamentals:

- Perception of a common target [7]: Members of the group respond because they are motivated to strengthen their profiles.

- The mobilization of energies in favor of the target thus perceived: the members of the group make evidence of dedication, of serious; for that, the target

either achieved. Environmental management in the present case [8].

2.2.2. The Animation Techniques of the Trainees' Group

Successful training of a Soft Skills module covers:

- Preparing for the course in advance: It is important to identify the needs of the environment and learners to formulate educational objectives that are likely to satisfy such needs.

- The choice of learning methods and this with a view to being able to organize the progress of the training session, for example: work in subgroup, game of role, study of case, exercise of application [9].

- The forecast of four steps of progress of their training, including

- Pre-communication will serve to inform the participants of the aim of the training.

- The start of the training consists of putting the participants at ease, agreed on working rules with a view to creating an environment of mutual trust [10].

- The training course explains clearly the instructions, invite participants to ask questions if they have not understood something aspect of the course or a given instruction, monitor the progress of the achievements of his framed, adjust if it is necessary the malfunctions possible being able to characterize their achievements, animates, and create a climate of motivation and competition between the members/subgroups forming her band of work [11].

- The closing of the training will assess the participants' achievements.

3. Methodological Framework

3.1 Research Typology

Our research is part of export research, the recommended methodology of which is based on a multidimensional survey, in which we first questioned teachers about the use of new technologies in the assessment process, and second, identified the degree of motivation and commitment of students in innovative situations, and finally framed all the advantages and limits of this reconciliation between technology and assessment.

3.2 Research Context

• Research Typology

Our research is part of the research exporter, whose methodology recommended East based on a multidimensional investigation, in which we first questioned the trainers and then trained around the impact of integrating soft skills into professional training at CRMEF on environmental management within establishments school, all in precision, the set of advantages and limits of this innovation action [12].

• Research Context

Our research context is represented by the CRMEF training center in Taza, with a varied population of 179 trainee primary school teachers and 132 trainee secondary school teachers (102 EPS and 30 French), without forgetting the important role played by the three group leaders in the dissemination of information.

• Data Collection Tools

To conduct our surveys, we combined elements from both qualitative and quantitative research. For this reason, we adopted a mixed methodology based on the results of the three questionnaires:

Questionnaire 1: intended for trainers within the CRMEF of Taza.

Questionnaires 2: intended for trainee teachers who have benefited from Soft SKILLS training

Questionnaire 3: intended for trainee teachers who have not received training

The questionnaire was created using the template proposed by Google Forms and distributed online by email and WhatsApp between February 15 and May 9, 2023.

The average response rate recorded was 100% for trainers (32/32) and 92% for trainees (286 out of 311 trainees selected), which reflects the interest of our research.

• Tools of Results Analysis

To proceed with our analysis and interpretation of the results we adopted the Krippendorff 2003 model, the latter mobilizes a set of data collection means and mixed results methods that are both quantitative and qualitative and to detail the remarks we will rely on technological tools (Sphinx, Trideux and Excel). These tools will help confirm the validity of our results.

4. Results and Discussion

Before presenting the results of the impact of the Soft SKILLS module on the environmental management of our trainees, we would like to point out that the percentage of trainees who benefited from the training was 50%, divided as follows (Table 1).

Table 1. Trainees who benefited from soft skills training (compiled by the authors)

	Primary	Secondary	Secondary
Total workforce	179	EPS 102	French 30
Trained in Soft Skills	89	51	15
Control group (not trained in Soft Skills)	90	51	15

The choice of the sample was made according to the availability of the trainees and spread over two periods (our research only presents the results of the first

period).

The trainees’ assessments of soft skills training are presented in Table 2.

Table 2. Trainees’ assessments of soft skills training (compiled by the authors)

	Yes	No
Useful	100%	0%
Relevant	100%	0%
Original	100%	0%
Specific	100%	0%
Personalized	100%	0%
Exhaustive	100%	0%
Adapted	80%	20%
Organized	90%	10%
Innovated	90%	10%

The results in Table 2 explain the importance and commitment of trainees to training, with the majority of responses noting the relevance and completeness of the content.

To concretize these results, our questionnaires put forward questions about the impact of training content on the management of the educational environment:

4.1. Impact of Group-Individual Environmental Management

In this section, the trainees were asked about the impact of soft skills training on their personal development; in other words, on their interpersonal relationships within their environments. The results in Table 3 indicate a positive impact of training on several personal skills.

Table 3. Impact of Soft SKILLS training on personal skills (compiled by the authors)

	Trained in soft skills	Control group (not trained in soft skills)
Self control	80%	30%
Trust	90%	20%
Awareness of environmental dimensions	80%	40%
Integrate easily	90%	40%
Understanding the other	90%	30%
Emotional Intelligence	80%	10%

We noticed a large gap between the groups of trainees in all dimensions, thus positively infecting our

population to become active in the school environment (Figure 1).

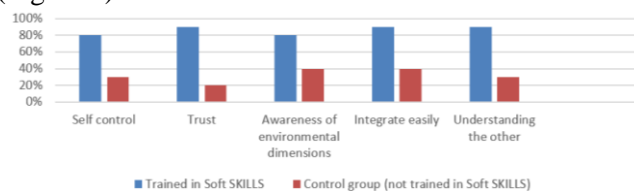


Figure 1. Graph of the impact of soft skills training on personal skills (the authors’ design)

4.2. Impact of Group-Class Environmental Management

Group dynamics in relation to the environment are identified following our second and third questionnaires, the results of which we have identified are listed in Table 4.

Table 4. Impact of Soft SKILLS training on group-class environment management (compiled by the authors)

	Trained in soft skills	Control group (not trained in soft skills)
Group dynamics	100%	40%
Communication	100%	40%
Conflict management	100%	10%
Sharing and cooperation	100%	30%
Collaboration	100%	30%
Resource optimization	100%	20%

Table 4 presents the gap between the population trained in soft skills and the control population from the point of view of social skills, thus we note that the trainees of the first category presented social qualities of communication, conflict management, cooperation aids and collaboration, something which is clearly lacking in the trainees of category 2 (Control group (not trained in soft skills)).

4.3. Impact of Group Environmental Management - Establishment

The questions presented in the second and third questionnaires also aimed to measure the degree of attachment and relationships between trainees and their establishments.

Table 5 and Figure 2 demonstrate the impact of soft skills training on the management of the social environment in the establishment, and all the dimensions identified prove the gap between the two categories of our research.

Table 5. Impact of soft skills training on the management of the group-establishment environment (compiled by the authors)

	Trained in soft skills	Control group (not trained in soft skills)
Environmental self-management skills	80%	20%
Interpersonal/Group Management Skills	100%	20%
Inter-establishment management skills	100%	20%
Positive transfer of skills	100%	40%

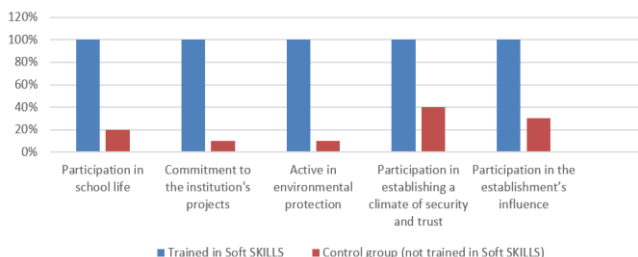


Figure 2. Graph of the impact of soft skills training on the management of the group-establishment environment (the authors' design)

4.4. Impact of Socio-Cultural Environmental Management

Our questionnaires also aimed to identify the degree of participation in training within the establishment of society and the sociocultural environment.

Table 6 and Figure 3 reveal the impact of soft skills training on the management of the sociocultural environment and guarantee a positive transfer of qualities and skills from establishment to society.

Table 6. Impact of soft skills training on socio-cultural environment management (compiled by the authors)

	Trained in soft skills	Control group (not trained in soft skills)
Raising awareness about social issues	80%	20%
Implementation of social objectives	100%	20%
Ensure establishment-company continuity	100%	20%
Positive transfer of skills	100%	40%

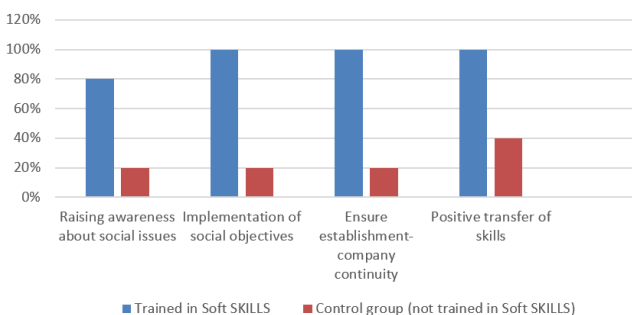


Figure 3. Graph of the impact of soft skills training on socio-cultural environment management (the authors' design)

4.5. Feedback from Trainers

In this section, we present the results of our first questionnaire, intended for teacher trainers. We note that the evaluation was carried out two months after the training to measure its impact on the trainees.

Table 7. Feedback from trainers regarding soft skills training compiled by the authors)

	Trained in soft skills	Control group (not trained in soft skills)
Participation in school life	100%	20%
Commitment to the institution's projects	100%	10%
Active in environmental protection	100%	10%
Participation in establishing a climate of security and trust	100%	40%
Participation in the establishment's influence	100%	30%

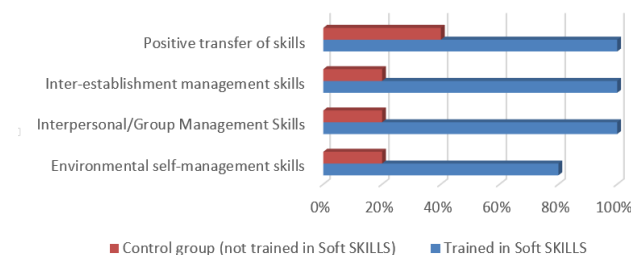


Figure 4. Feedback from trainers regarding soft skills training (the authors' design)

The results presented in Table 7 and Graph 5 confirm our initial hypothesis and reveal the marked impact of the integration of soft skills in professional training at the CRMEF on the management of the environment by future educational actors within schools.

5. Conclusion

In conclusion, we are convinced of the importance of marking a transition towards a new development model that allows our trainees to benefit from its advantages and to include all the social classes of OUR Company.

A transition need between others and the arrangement of highly qualified trainers capable of

realizing the stated ambitions. As CRMEF is a privileged player in executive training, it is appropriate for it to innovate in terms of educational approaches and didactics in view of serving the national economic skills that she has needed.

This need to strengthen the employability of university graduates is essential in this era of global imbalance, which has destabilized all THE systems' socioeconomic status.

At this level, the implementation of digital technology in assessment practices requires the implementation of an interdisciplinary establishment project promoting the use of digital resources and technological assessment tools in parallel with the programming of specific training sessions for teachers and students.

- At the microstructure level:

The integration of digital technology at this level depends more on organizational factors and the teaching capacity of teachers; in other words, it is interesting to choose the moment, tools, and conditions to use digital technology and translate all the practices into a feasible educational project.

Declarations

Author Contributions

Conceptualization, A.M.; methodology, A.M.; formal analysis, A.M. and N.E.H.; investigation, A.M. and N.E.H.; writing—original draft preparation, all authors contributed equally; writing—review and editing, A.M.; visualization, N.E.H.; supervision, A.M.; project administration, N.E.H. All authors have read and agreed to the published version of the manuscript.

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The data presented in this study are openly available in Scopus.

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Informed consent was obtained from all subjects involved in the study.

Conflicts of Interest

The authors declare that there is no conflict of interests regarding the publication of this manuscript. In addition, the ethical issues, including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, and redundancies have been completely observed by the authors.

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