Bibliometric study of publications on the development of soft skills in education

Estudio bibliométrico de las publicaciones sobre el desarrollo de las habilidades blandas en la educación

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Abstract
This study reveals the current state of the literature on soft skills in education and its scientific productivity. It also analyzes and characterizes the scientific production related to this topic, identifying publication trends, predominant thematic areas, key authors, and collaboration networks in the academic literature published between 2020 and 2024. The study was approached from a quantitative perspective, with a descriptive and retrospective approach, based on the analysis of publications extracted from WoS. Among the results, the scientific article was the document preferred by authors, with 79.9%. The journals with the highest number of publications and scientific impact were Frontiers in Psychology and Sustainability, with 12 and 11 publications on soft skills in education, located in the Q2 and Q3 quartiles respectively. The institutions that publish the most on the topic are the University of London and the University of California System, leading the list with 9 and 8 publications respectively. The author with the largest number of publications is Chiara Meneghetti, with 7 documents and a total of 94 citations. It is concluded that the results will establish a starting point for future research, generating new knowledge.

Keywords: education, soft skills, interpersonal skills, non-cognitive skills.

Resumen

El presente estudio revela el estado actual de la literatura sobre las habilidades blandas en la educación y su productividad científica. Además, analiza y caracteriza la producción científica relacionada con este tema, identificando tendencias de publicación, áreas temáticas predominantes, autores clave y redes de colaboración en la literatura académica publicada entre 2020 y 2024. El estudio se abordó desde una perspectiva cuantitativa, con un enfoque descriptivo y retrospectivo, basándose en el análisis de publicaciones extraídas de Web of Science (WoS). Entre los resultados, el artículo científico es el documento preferido por los autores, con un 79.9%. Las revistas con mayor número de publicaciones e impacto científico fueron *Frontiers in Psychology* y *Sustainability*, con 12 y 11 publicaciones sobre habilidades blandas en la educación, ubicadas en los cuartiles Q2 y Q3 respectivamente. Las instituciones que más publican sobre el tema son la University of London y el University of California System, liderando la lista con 9 y 8 publicaciones respectivamente. El autor con mayor número de publicaciones es Chiara Meneghetti, con 7 documentos y un total de 94 citas. Se concluye que los resultados establecerán un punto de partida para futuras investigaciones, generando nuevos conocimientos.

Palabras clave: educación, habilidades blandas, habilidades interpersonales, habilidades no cognitivas.

Introduction

Soft skills, also known as interpersonal skills, are a set of competencies that facilitate effective interaction with others, focusing on how individuals relate to and collaborate with one another (Vargas et al., 2022; Romani-Pillpe, 2023). In the educational context, these skills refer to a range of interpersonal, social, and emotional competencies that students develop to enhance their ability to engage with others and address challenges.

In higher education, the concept of soft skills encompasses a set of interpersonal, emotional, and communication competencies that students must cultivate to complement their academic training and adequately prepare for the workforce (Zahn et al., 2024). Higher education institutions aim to shape competent and adaptable professionals who can contribute effectively in their respective fields and to society at large (Rodríguez, 2020; Rampasso et al., 2023).

Importance of soft skills

The development of soft skills is crucial for various reasons; it is vital not only for personal or professional success but also enriches individuals' inner lives (Román-Calderón et al., 2021). Moreover, the enhancement of soft skills improves relationships and self-confidence, enabling individuals to effectively navigate changes and challenges, which is essential in familial, educational, and even professional settings (Alt et al., 2023).

However, Feraco et al. (2022) express concerns regarding the development of soft skills in the educational sphere. Unfortunately, it appears that these skills are not given the necessary emphasis, despite evidence that they enhance areas such as communication, fostering the ability to articulate ideas clearly and listen actively. This improvement enhances collaboration, reduces misunderstandings, and facilitates cooperation and understanding among group members, inspiring and motivating the creation of a trusting and respectful environment.

Furthermore, the cultivation of soft skills can positively contribute to individuals' health, as it helps decrease stress and both internal and external conflicts that may affect them (Reyes-Barrios et al., 2023). This, in turn, improves emotional management, fostering a more harmonious environment and mitigating negative workplace climates.

In this context, Moreno-Murcia et al. (2021) emphasize that higher education institutions must integrate the development of soft skills into their curricula as an integral part of student training. This integration is crucial for ensuring success in the workplace. It is essential for students to learn to participate in group projects, which require negotiation and leadership skills to make effective decisions (Medrano et al., 2023; Pinos et al., 2023).

Consequently, research on how to approach the development of soft skills in students at all educational levels should emphasize the promotion of ethics and social responsibility among professionals. Undergraduate and graduate programs must prepare responsible citizens both in their communities and in the workforce (Riskiyana et al., 2022).

Bibliometric studies

Among the studies addressing the topic of soft skills in education is that of Marmoah et al. (2022), who conducted a bibliometric analysis on collaboration skills in the educational field. This analysis reviewed publication trends, leading journals and authors in the field, as well as the most relevant themes. The sources utilized were Scopus and Google Scholar, where collaboration patterns were identified.

Similarly, the study by Espina-Romero et al. (2023) reviews publications in the Scopus database concerning soft skills, identifying thematic trends and areas of interest. It also demonstrates a growing thematic relevance in the workplace. Conversely, Montalván (2024) explores how soft skills influence job performance and organizational culture, highlighting the need for further research to understand their impact.

Additionally, Garay & Padilla (2021) conducted a bibliometric analysis of scientific production on soft skills in school education during the pandemic. This analysis examined research trends regarding how the pandemic affected the teaching of soft skills, concluding that, although there is a growing body of research on soft skills, more investigation is needed to develop effective pedagogical strategies.

In this context, it is pertinent to recall that the pandemic significantly impacted the soft skills of individuals across all age groups. The rise of remote study and work resulted in a decline in interpersonal skills, as noted by Rabaglietti et al. (2021) and Aranda & Luque (2024). The lack of face-to-face interactions affected the ability to read body language and nonverbal cues, resulting in difficulties in effectively communicating and relating to others. Therefore, it is important to understand the approaches and perspectives being developed in the literature regarding the development of soft skills from this viewpoint (Cadillo et al., 2022).

On another note, the study by Castillo et al. (2024) reveals that research on political skills has seen a significant increase in recent decades. These skills are crucial for decision-making, negotiation, and conflict management within organizations. This research consisted of a systematic literature review on political skills in academic and professional contexts, emphasizing their importance for leaders.

Currently, bibliometric analyses conducted do not provide a solid foundation for planning future research on the development of soft skills in education, as they present distinct views or approaches. Some have focused on the workplace (Infante-Alcántara et al., 2023), while others center on health-related aspects, which hinders a comprehensive overview in the educational context.

In this regard, the analysis conducted in this research can contribute to enhancing the efficiency of research efforts by identifying areas of greatest interest and growth. Researchers can direct their efforts toward relevant and current topics that have yet to be explored within the field of education. Hence, there is a keen interest in understanding the actual state of these soft skills, which motivated the development of this research.

Research framework

Based on the preceding discussion, it is evident that there are several bibliometric studies on soft skills and related topics. However, none of these investigations seem to address the following question: What are the research trends and the most relevant themes in the scientific literature on soft skills in education over the past five years?

This overarching question is particularly significant, as it allows for specific inquiries such as: What types of documents are being published? Who are the main authors, institutions, and journals contributing to the topic? How are collaborations between authors and institutions from different countries developing? What are the titles of the most cited publications, and which disciplines or areas are most closely related to the study of soft skills?

In this context, the objective of the literature review study is to analyze and characterize the scientific production related to soft skills in education. This analysis aims to identify publication trends, predominant thematic areas, key authors, and collaboration networks in the academic literature during the period from 2020 to 2024. The analysis will be systematic, and the results will help identify patterns and trends in publications on this topic.

The specific objectives of the study are: to determine which types of documents are published most frequently; to identify the main authors, institutions, and influential journals in the field; to explore the collaboration networks among authors, institutions, and countries, as well as their impact on scientific production in this area; to determine the thematic co-occurrences of soft skills in education; and to identify underexplored or emerging areas that could be of interest for future research on soft skills.

Methodology

Design

The research was conducted through a bibliometric study with a quantitative approach, characterized by descriptive and retrospective levels. A total of 283 scientific publications on soft skills in education indexed in the Web of Science (WoS) were analyzed, covering the period from 2020 to 2024 (with data cut-off on September 2, 2024).

Procedure

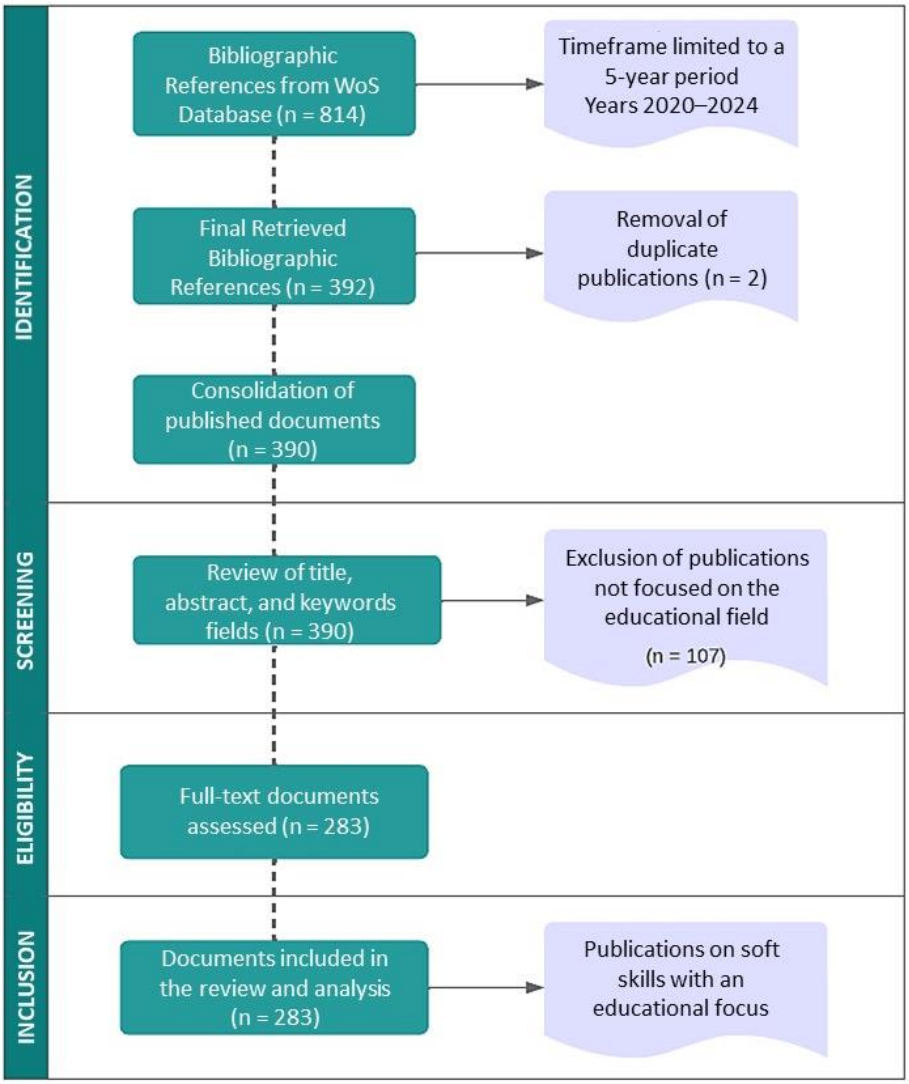
Initially, a review of the literature was conducted, confirming that the term “soft skills” is also referred to as “interpersonal skills” and “non-cognitive skills.” Consequently, both terms were employed in the data search. Additionally, some thesauri from UNESCO, the UN, and the ERIC database were reviewed to identify the conceptual hierarchical relationships that link these terms.

Information search and retrieval were conducted considering the “Topic” fields, which include the title, abstract, and subject matter. Category filters and time range filters were then applied. The following query was utilized in the advanced search interface of WoS: (((TS=(habilidades blandas) *OR* TS=(*soft skills*) *OR* TS=(habilidades no cognitivas) *OR* TS=(*non-cognitive skills*) *OR* TS=(habilidades interpersonales) *OR* TS=(*interpersonal skills*)) *AND* WC=(*education*)) *AND* PY=(2020-2024).

To carry out this systematic review, the PRISMA method was followed, providing a structured framework for conducting systematic reviews, ensuring transparency and rigor in the review process (Page et al., 2022; Nabi et al., 2024). Following PRISMA guidelines, a review protocol was initiated detailing each stage of the process from the search for studies to data extraction and analysis.

Figure 1

PRISMA diagram for sample selection



Source. Author’s own elaboration

Studies published in the last five years were included to ensure the relevance of the gathered information. Exclusion criteria during the publication selection process eliminated studies not directly related to the development of soft skills focused on education (Moher, 2022), as well as those failing to meet the methodological quality standards required for systematic review.

Data processing

It was deemed important to use Excel for data processing and to create tables, supplementing some bibliometric indicators with information from Web of Science (WoS) and the Journal Citation Report (JCR) from Clarivate. These last sources measure the impact and prestige of scientific journals. For the creation of figures, VOSviewer software was utilized to visualize and analyze research networks and collaborations.

Results

The types of documents in scientific research are crucial for the organization, communication, and validation of knowledge. As shown in Table 1, the research article is the preferred document type among researchers, representing 79.9% of publications and accumulating 1,404 citations. Conversely, while reviews constitute only 13% of the publications, they have received a total of 140 citations, suggesting their relevance and utility in deciding whether to consult that research.

Table 1

Number of documents published on soft skills by document type

Document type	Bibliometric indicators					
	NP	%NP	NA	NAP	NC	NCP
Article	226	79.9	922	4.1	1404	6.2
Meeting abstract	20	7.1	98	4.9	2	0.1
Editorial material	16	5.7	36	2.3	37	2.3
Review	13	4.6	40	3.1	140	10.8
Book review	3	1.1	3	1.0	0	0.0
Correction	3	1.1	14	4.7	0	0.0
Letter	1	0.4	5	5.0	23	23
New Item	1	0.4	1	1	0	0
Total	**299**	**100.00**	**1900**		**15516**	

Source. Author's own elaboration

Note. NP = Number of Publications, %NP = Percentage of Total Publications (NP100/283), NA = Number of Authors of All Publications, NAP = Average Number of Authors per Publication (NA/NP), NC = Total Citations Received by All Documents Since Publication, NCP = Number of Citations per Publication (NC/NP)

The journals with a high number of indexed publications not only benefit the authors or researchers who consult them but also enrich the academic landscape and facilitate the advancement of knowledge across various disciplines. As shown in Table 2, *Frontiers in Psychology* and *Sustainability* stand out with the highest number of documents, having 12 and 11 publications, respectively, on soft skills in education. This visibility in various academic databases increases the likelihood that their articles will be read and cited.

A noteworthy aspect of the analysis is the recognition of the journal *Studies in Higher Education*, which, despite having only 4 publications on the topic of soft skills in education, has achieved a total of 289 citations—more than the journals ranked higher. The average number of citations per publication is 72.25, suggesting a high standard of quality and rigor in the peer review process of editorial evaluations. This impact factor is often associated with greater academic quality and rigor.

Table 2

Top 10 journals with the highest number of published documents on soft skills

Journal title	Rank	Publisher	Category	Country	Bibliometric Indicators						
					NP	%NP	NA	NAP	NC	NCP	Q
Frontiers in Psychology	1	Frontiers Media	Psychology	Switzerland	12	0.04	43	3.58	57	4.75	Q2
Sustainability	2	MDPI	Green & Sustainable Science & Technology	Switzerland	11	0.04	46	4.18	77	7.00	Q3
Plos One	4	Public Library Science	Multidisciplinary Sciences	United States	8	0.03	33	4.13	34	4.25	Q1
BMC Medical Education	5	BMC	Education & Educational Research	England	6	0.02	26	4.33	28	4.67	Q1
Education and Training	3	Emerald Group Publishing	Education & Educational Research	England	6	0.02	20	3.33	31	5.17	Q1
IEEE Access	6	IEEE-INST Electrical Electronics Engineers	Computer Science, Information Systems	United States	5	0.02	28	5.60	63	12.60	Q2
Psychotherapy Research	7	Routledge Journals, Taylor & Francis	Psychology, Clinical	England	5	0.02	31	6.20	44	8.80	Q2
Economics & Human Biology	8	Elsevier	Economics; Public, Environmental & Occupational Health	Netherlands	4	0.01	13	3.25	30	7.50	Q2
Studies in Higher Education	9	Routledge Journals, Taylor & Francis	Education & Educational Research	England	4	0.01	11	2.75	289	72.25	Q1
Economics of Education Review	10	Pergamon-Elsevier Science	Education & Educational Research	England	3	0.01	7	2.33	13	4.33	Q2

Source. Author's own elaboration

Note. Q = Q = Quartile, which is an indicator used to evaluate the relative importance of a journal within the total number of journals in a given category

When a publication is indexed by any bibliographic database, it benefits not only the authors but also the institutions in terms of reputation, funding, collaboration, and contribution to knowledge. Indexing increases the visibility and impact of research, which can enhance academic evaluation and stimulate collaboration among researchers from different regions. Additionally, institutions that publish in indexed journals often receive more recognition and prestige, positively influencing their funding and international collaborations.

In Table 3, a ranking of organizations with the highest number of publications on soft skills is presented. The University of London and the University of California System lead the list with 9 and 8 publications, respectively. Although the University of Padua has 6 publications, it has achieved a total of 94 citations, resulting in an average of 15.7 citations per publication. This demonstrates that, in addition to the quantity of publications, the impact and quality of these works are essential for institutional reputation.

Table 3

Top 10 institutions with the highest number of documents published on soft skills

Institutions	Rank	Bibliometric indicators			
		NP	%NP	NC	NCP
University of London	1	9	3.18	36	4.0
University of California System	2	8	2.83	27	3.4
IZA Institute Labor Economics	3	7	2.47	18	2.6
University of Padua	4	6	2.12	94	15.7
University of Melbourne	5	6	2.12	41	6.8
University System of Ohio	6	6	2.12	30	5.0
Stanford University	7	6	2.12	27	4.5
Vrije Universiteit Amsterdam	8	6	2.12	24	4.0
University Medical Center Hamburg-Eppendorf	9	5	1.77	31	6.2
University of Hamburg	10	5	1.77	31	6.2

Source. Author's own elaboration

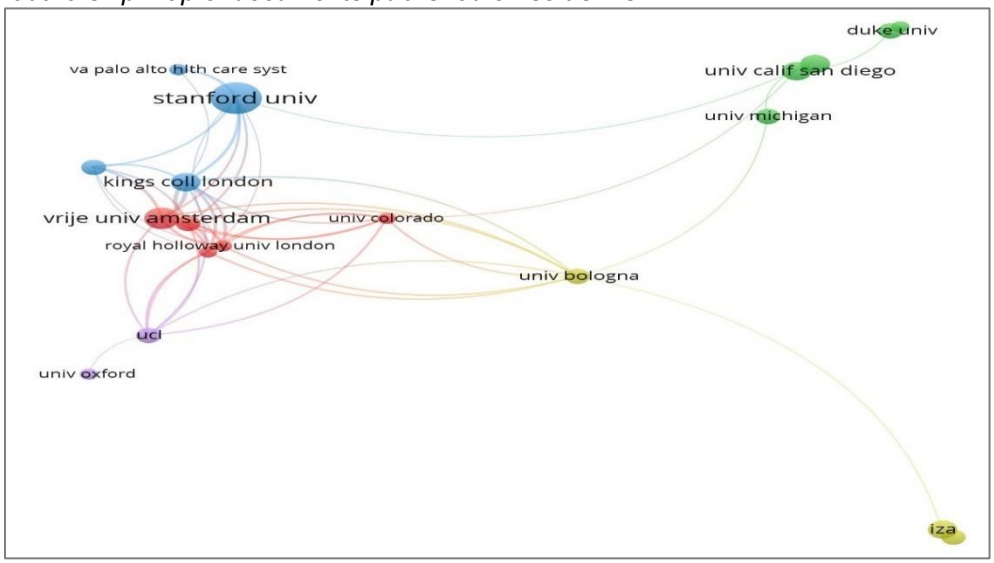
Note. Each published document was counted considering the participating institutions

In Figure 2, four nodes indicate the development of co-authorships with connections among influential researchers from institutions located in various countries worldwide. The blue cluster, which is the most prominent, is led by Stanford University, collaborating on soft skills topics with its counterpart, Vrije Universiteit Amsterdam, represented by the red cluster. Both form research communities or networks. The University of California System represents the green cluster, working collaboratively with the two aforementioned institutions.

By visualizing co-authorship networks, researchers can identify potential collaborators and establish new connections that benefit their projects. Finally, the yellow cluster is represented by the IZA Institute Labor Economics, which does not collaborate with other institutions except for the University of Bologna, which interacts with the other nodes.

Figure 2

Institutional co-authorship map of documents published on soft skills



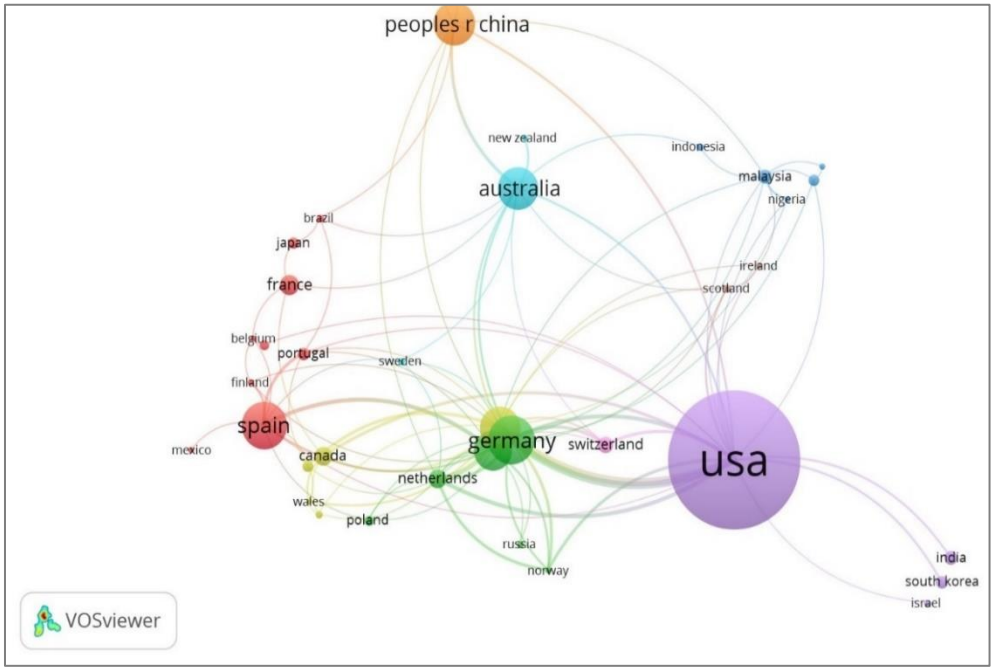
Source. Author's own elaboration

In Figure 3, it can be observed that the United States, which is part of the purple cluster, is the country with the highest presence of authors in publications created with collaborators from various countries. American institutions are more interconnected and are understood to be the most influential in research on soft skills in education, which may demonstrate their leadership and recognition in the field. In this context, the second green cluster is represented by German institutions collaborating with Russia, the Netherlands, Norway, among others.

On the other hand, Spain leads the red cluster, and its universities have a greater presence in collaborations with researchers not only from Europe but also from other continents such as America and Asia, specifically with countries like Canada, Mexico, Brazil, and Japan.

Figure 3

Institutional co-authorship map of soft skills publications by country



Source. Author's own elaboration

Regarding the research activity of the authors, Table 4 highlights Chiara Meneghetti, an Italian researcher, who has 7 publications, of which 2.1% correspond to scientific articles, and has received a total of 94 citations. Following her is Tommaso Feraco, also Italian, with 5 publications and 86 citations. An important aspect to highlight is that the author with the highest H-index of 49 is Michel G. Nivard from the Netherlands, who, despite having only 4 publications and 23 citations, has excelled in the field of soft skills research.

Table 4

Top 10 authors with the highest number of published documents on soft skills

Authors	Origin	Rank	Bibliometric Indicators					
			NP	%A	%R	%B&E	NC	H-Index
Meneghetti, Chiara	Italy	1	7	2.1	0.0	0.4	94	24
Feraco, Tommaso	Italy	2	5	1.8	0.0	0.0	86	8
Cheesman, Rosa	England	3	4	0.7	0.0	0.7	23	12
Demange, Perline A.	Netherlands	4	4	0.7	0.0	0.7	23	4
Malanchini, Margherita	England	5	4	0.7	0.0	0.7	23	17

Nivard, Michel G.	Netherlands	6	4	0.7	0.0	0.7	23	49
Rimfeld, Kaili	England	7	4	0.7	0.0	0.7	23	26
Van Bergen, Elsje	Netherlands	8	4	0.7	0.0	0.7	23	24
Bellier, Alexandre	France	9	4	1.1	0.4	0.0	8	8
Chaffanjon, Philippe	France	10	4	1.1	0.4	0.0	8	16

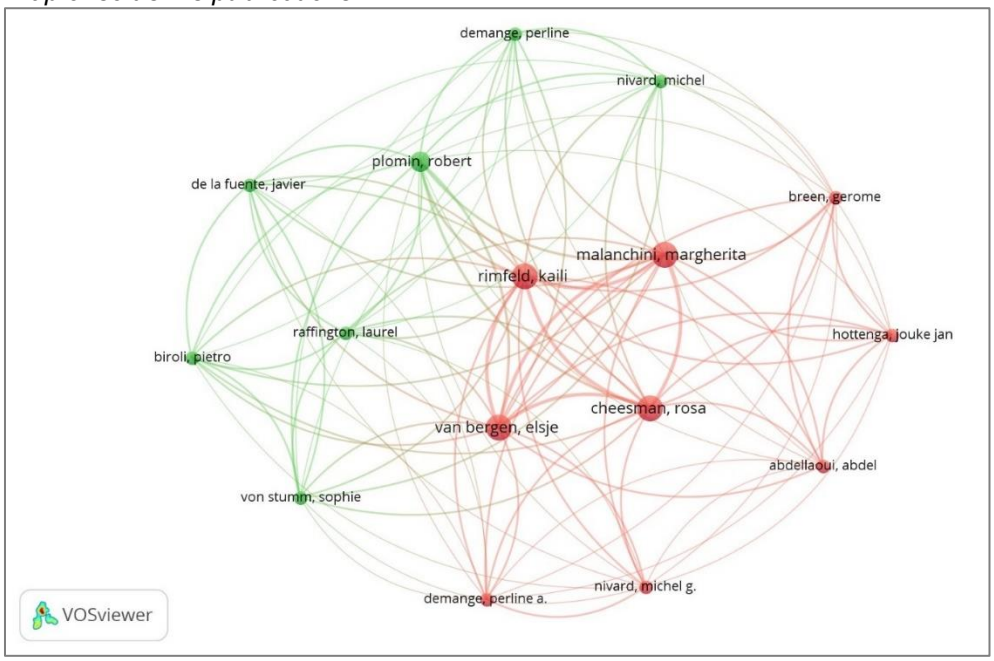
Source. Author's own elaboration

Note. %A = Percentage of articles of all publications, %R = Percentage of reviews of all documents, %B&E = Percentage of conference papers, books, book chapters, letters, and editorial material of all publications, and H-index = number of publications that have been cited at least h times (WoS)

Complementing the above, the co-authorship map in Figure 4 shows that the same authors from the ranking have presence and influence in various research networks. Margherita Malanchini is the leading author in the red cluster and has repeatedly collaborated with Rosa Cheesman, Elsje Van Bergen, Kaili Rimfeld, among other collaborators. On the other hand, the green cluster is represented by Robert Plomin, who, in collaboration with other authors such as Michel G. Nivard and Perline A. Demange, has utilized various resources collectively.

Figure 4

Co-authorship map of soft skills publications



Source. Author's own elaboration

The evaluation of a scientific publication is often associated with the number of citations received, which reflects its impact and relevance in the academic field. Table 5 presents a ranking of the 10 most cited publications on soft skills in education. The article titled "*Soft skills to enhance graduate employability: comparing students and employers' perceptions*" ranks first with 278 accumulated citations. This work, published in 2020 in the journal *Studies in Higher Education*, is situated within the discipline of educational research and addresses the importance of soft skills in enhancing graduate employability.

Table 5

Top 10 most cited titles of documents published on soft skills

Rank	NC	Title	Source	Knowledge area	Publication type	Publisher
1	278	Soft skills to enhance graduate employability: comparing students and employers' perceptions	Studies in Higher Education	Education & Educational Research	Article	Routledge Journals, Taylor & Francis, 2020
2	55	An integrated model of school students' academic achievement and life satisfaction. Linking soft skills, extracurricular activities, self-regulated learning, motivation, and emotions	European Journal of Psychology of Education	Psychology	Article	Springer, 2023
3	38	Soft skills and implications for future professional practice: Qualitative findings of a nursing education escape room	Nurse Education Today	Education & Educational Research	Article	Churchill Livingstone, 2020
4	32	Teaching Soft Skills in Engineering Education: A European Perspective	Ieee Access	Computer Science	Article	Ieee-Inst Electrical Electronics Engineers, 2021
5	30	Expanded Yet Restricted: A Mini Review of the Soft Skills Literature	Frontiers in Psychology	Psychology	Review	Frontiers Media, 2020
6	26	Soft Skills and Extracurricular Activities Sustain Motivation and Self-Regulated Learning at School	Journal of Experimental Education	Education & Educational Research	Article	Routledge Journals, Taylor & Francis, 2022
7	24	Soft skills, do we know what we are talking about?	Review of Managerial Science	Business & Economics	Review	Springer Heidelberg, 2022
8	24	The effects of game-based learning in the acquisition of soft skills on undergraduate software engineering courses: A systematic literature review	Computer Applications in Engineering Education	Education & Educational Research	Review	Wiley, 2020
9	24	The soft skills gap: a bottleneck in the talent supply in emerging economies	International Journal of Human Resource Management	Business & Economics	Article	Routledge Journals, Taylor & Francis, 2022
10	23	Can a computer detect interpersonal skills? Using machine learning to scale up the Facilitative Interpersonal Skills task	Psychotherapy Research	Psychology	Article	Routledge Journals, Taylor & Francis, 2021

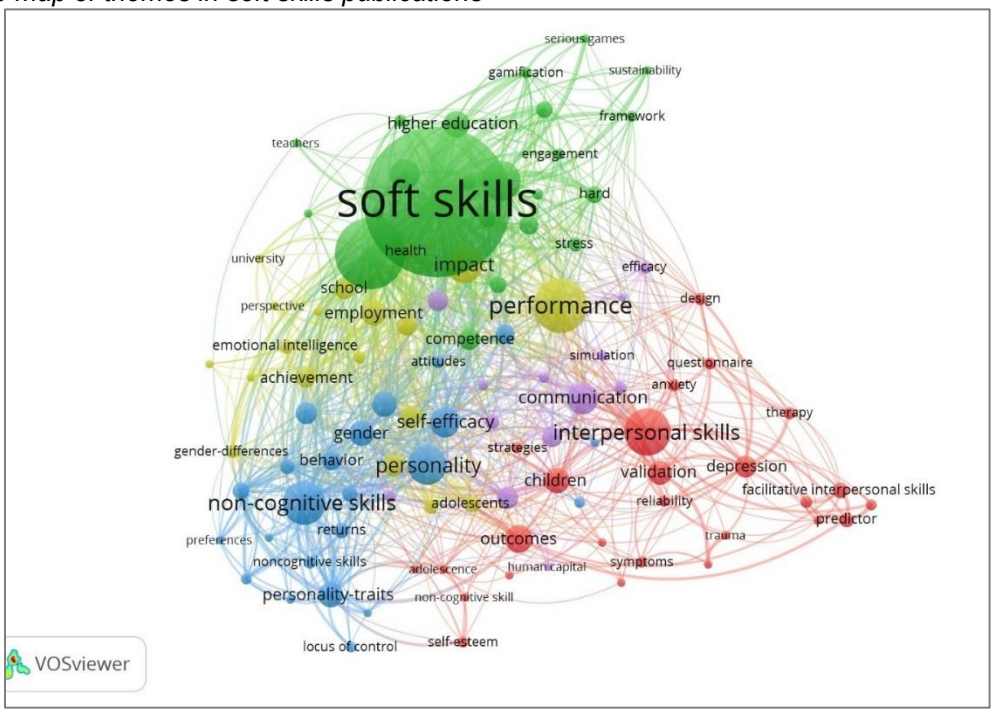
Source. Author's own elaboration

Finally, the thematic co-occurrence of soft skills in education is analyzed. In Figure 5, the predominance of the topic of soft skills (green cluster) can be observed compared to other related terms, such as non-cognitive skills (blue cluster) or interpersonal skills (red cluster). Additionally, subtopics and diverse approaches addressing these skills are identified. The image reveals that within soft skills, various issues in higher education are being researched, such as university student stress and innovative learning methods like gamification. Similarly,

interpersonal skills are the subject of research addressing issues of depression, therapy, and other traumas, seeking effective solutions.

Figure 5

Co-occurrence map of themes in soft skills publications



Source. Author's own elaboration

Discussion

Based on the analysis of scientific production on soft skills, it has been demonstrated that the scientific article is the preferred document for researchers, representing 79.9% of publications. This offers a clear view of the quantity of publications and helps to understand the dynamics of research as well as the means of communicating the obtained results.

The findings highlight a notable interest in soft skills during the pandemic, as described by Marmoah et al. (2022). Additionally, the results demonstrate how journals like *Frontiers in Psychology* and *Sustainability*, with 12 and 11 publications respectively, attempt to identify gaps in the literature and highlight underexplored areas. This can guide researchers towards relevant questions that have yet to be addressed on the topic.

The organizations with the highest number of publications are universities, particularly the University of London and the University of California System, which lead the list with 9 and 8 publications respectively. This strengthens their reputation and visibility, as noted by Garay & Padilla (2021) and Montalván (2024), who emphasize the interest of universities in improving teaching processes in their training programs and the need to conduct more research on soft skills to integrate them into curricula.

Moreover, the author with the highest number of publications on the subject of soft skills in education is Chiara Meneghetti, an Italian researcher with 7 publications and a total of 94 citations. Her participation in various research networks underscores the importance of having researchers with networks that facilitate strategic alliances for joint projects, as mentioned by Garay & Padilla (2021).

Among the 10 most cited publications is the title "*Soft skills to enhance graduate employability: comparing students and employers' perceptions*," which has received 278 citations. This maximizes the impact of the document, the journal, and the institution's efforts, making them the most influential on the topic of soft skills, as supported by Espina-Romero et al. (2023).

The results show that the term "soft skills" predominates compared to other related terms, such as "non-cognitive skills" or "interpersonal skills." This aligns with findings by Infante-Alcántara et al. (2023), who highlighted

that soft skills are the subject of study in various disciplinary contexts. However, the bibliometric analysis conducted in this study provides a detailed and specific view of the current state of knowledge regarding soft skills in the educational context, offering a unique perspective on how these competencies are being addressed in this field.

Finally, regarding the limitations of the study, the source of information for obtaining the indexed publications was solely the WoS database, without utilizing other commercial or open-access databases that could contribute to a more complete and detailed view of the field of study

Conclusions

The results obtained highlight the current state of studies on soft skills and the related scientific production, as well as its evolution over the past five years. The structuring and analysis of these results establish a solid starting point for future research, contributing to scientific advancement and the generation of new knowledge. The study has successfully identified researchers' trends, productivity, and the collaboration networks they have established throughout their research experience, as well as the impact they generate in the scientific community through their publications.

The development of this study has synthesized the available literature on the topic of soft skills, allowing for an understanding of the elements that influence their identification and treatment in the educational sector. Additionally, the results provide an opportunity for other researchers interested in studying these topics. The analysis of co-occurrence of themes and subthemes has revealed the various thematic axes related to soft skills.

Regarding research collaborations among authors, there is evidence of collaborative work across various countries, resulting in a significant increase in the number of publications and citations obtained over time. Countries such as the United States, Spain, Australia, and China have facilitated greater visibility and positioning of publications within the scientific community. Soft skills are a widespread phenomenon globally, and universities are leading their research from different areas of knowledge.

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