

Relationship between Soft Skills and Academic Achievement among 4th Year Nursing Students

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Abstract: Background Nowadays faculties of nursing and all higher educational institutions should develop and enhance their student's soft skills to be sure that its products meets or exceeds market requirements **aim:** this study was conducted with the aim to determine the relationship between soft skills and academic achievement among 4th year nursing student.. **Subject and method:** at Nursing Faculty Assiut University, about 170 students from the fourth year were examined using soft skill questionnaire and students achievement sheet. **Results:** The present study results revealed that; the majority of 4th year nursing students were female (79.4%), and (58.2%) of them are lived in urban areas, and they had satisfactory soft skills regarding truth with achieved point (81.7%), followed by emotional expression with achieved point (79.5%), and managerial skill with achieved point (76%). **Conclusion:** The present study concluded that there were positive correlation between 4th year nursing students' academic achievement in practical grades including (semester work and objective structure clinical exam "OSCE") and all soft skills dimensions. Meanwhile regarding students' academic achievement in theoretical grades including (written and oral exams) there were positive correlation with truth, team work, and leadership, also there were statistical significant difference between student's achievements in both practical grades and theoretical grades p. value <0.005. **Recommendations:** The findings of the present study recommended that; Encourage academic teaching staff at Nursing Faculty to enhance soft skills developments and measurements for both undergraduates and post graduates students, evaluate student's soft skill levels when interviewing them before admitting them to the faculty, and new researches should be done to test the effect of soft skills training program on nurses performance.

Key Words: Nursing, Students, Soft Skill, Academic Achievement.

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I. Introduction

Soft skills have been found in the most universities curriculum in developed countries. Also governmental and private hospitals now didn't consider the academic grades scores and experience is the only criteria for hiring new nurses in many countries, but nurses must acquire important characteristics or behaviors which related to soft skills¹.

Behaviors related to soft skills are decision making, effective communication, trust, managing time, team work, integrity, self-confidence, critical thinking, problem solving, leadership and other employability skills in order to be able to stay in the market because soft skills are important criteria for success in any profession^{2,3}.

Soft skills are differ than hard skills, and defined it as the intra and interpersonal, emotional, and social skills which very important for participation, organization, and personal development⁴. Soft skills are present in daily conversations also called transferable skills⁵. Large part of soft skills related to personal characteristics or attributes and interpersonal skills that will prepare students for both employability and further learning skills⁶. Both soft skills and hard skills are very essential for success in any professional job. Hard skill, are learnable technical skills needed to perform a certain task. It is the ability to use more of the left logical side of the brain such as in math, programming and engineering⁷.

Meanwhile soft skills include more use of the right side of the brain and can also be defined as skills of the employability to deal, express, and transfer of ideas, and thoughts in good acceptable manner, it wasn't taught well in school, thus it can be self-taught and developed⁸. Soft skills are the character, traits, attitudes and behavior rather than technical skills⁹.

Many students possess positive attitude, maturity, and better skills and some students don't. Students learned theoretical framework inside classroom as they listen, comprehend, recall and memorize what they taught all of the previous actions considered hard skills but in clinical areas during practical training the main focus should be putted on what students have from soft skills¹⁰.

Many international universities now expresses their values in their mission as LIGHT which is the abbreviations of (love, integrity, growth, humility, and truth) every letter have meaning; love; is the spirit of caring, integrity; means character of the students actions, growth; is the enjoyment in learning, humility; means wisdom, lastly truth; is the basis of true life¹¹.

Very important for faculties of nursing to investigate how their students are accepted in the local market, which determined by how faculties student's gained soft skills competency also there is mismatch between student's soft skills gained and soft skills required in the market place as perceived by human resources practitioner^{12,13}.

Soft skills can be classified into fourteen dimension under four clusters, the first cluster is the truth, the second cluster was emotional expression which had 4 dimensions named (love, interpersonal relations, humility, and managing emotions), the third cluster was personal strengths which included (integrity, character, and growth), and finally the fourth cluster was managerial skills which comprised (self-evaluation, team-work, communication, administration, creativity&innovation, and finally leadership)¹.

In the last decades academic achievement was a simple results of intellectual ability but recent studies has been proven that it is a wrong idea because there are another factors affect students achievement, and soft skills were one of them so, some of brightest students failed to thrive academically and less gifted students may exceeded the expectations¹⁴.

From the previous idea students can be classified into two types 1) utilize soft skills in classroom and clinical areas to the fullest degree and they called successful students (SSs) they had satisfactory level of soft skills, and 2) students who fail to utilize soft skills in classroom or clinical areas to acceptable degree they have unsatisfactory soft skill¹⁵.

Soft skills had essential role in formulating students personality so, students can adopt quickly and effective with rapid changes which could be confront them in the future, from that point improving soft skills must began with students and educator as well as institutions as a whole to be extended to society¹⁶.

Satisfactory soft skills can play an important role in professional relationship, career and social interactions. Now employers' puts emphasis on soft skills when recruiting new staff because soft skills were useful for life interaction in general as well as career development and student's soft skills affect students' performance and achievement^{17,18}. Students should appreciate the value of soft skills and make deliberated effort to acquire it. Now more pressure was putted on academic institutions to enhance student's soft skills¹⁹.

Significance of the study;

Soft skills can be measured, immediately after graduation and employment in a specific work setting, also when students still present in the university during clinical training in hospitals, and it's obvious that the last gives faculty administrators a clear insight regarding students personality and expected level of success in the market place in the future. There are fewer studies were done internationally but at the national level especially in upper Egypt there is no studies were done about this topic so, the main reason for conducting this research is to determine soft skills for 4th year nursing students and plan for soft skills training program if needed during internship year and before employment.

Aim of the study: this study aimed to determine the relationship between soft skills and academic achievement among 4th year nursing students

Specific objectives:

- 1- Determine the 4th year nursing student's soft skills.
- 2- Assess 4th year nursing student's achievement level.
- 3- Explore the relationship between soft skills and 4th year nursing student's achievement.

Research question;

- 1- What are the relationship between 4th year nursing student's soft skills and academic achievement?

II. Subject and Method

I-Technical design:

Study design: descriptive research design was used in the present study .

Study location: The present study was conducted at Nursing Faculty, Assiut University.

Study Duration: The present study took about eight months from March until October 2018

Sample size: 170 students.

Sample size calculation: representative number of 4th year nursing students based on the formula to calculate study subjects no. = 170 students, they randomly selected²⁰.

$$(2n^2)^2 p(1-p)$$

N= -----

D²

Where: N=sample size P= 0.50 D= 0.50x10% =0.005

Tools of data collections: two tools were used in the present study 1- soft skills questionnaire form including two parts.

Part one: demographic characteristics to collect data about 4th year nursing students; name, age, gender, and residence. Part two soft skills scale which developed by¹ and modified by the researchers based on the related literature this questionnaire was developed to measure soft skills for university students.

Soft skill scale was consisted of 97 sub items classified into 14 dimensions then grouped under four clusters **the 1st cluster;** truth 5 sub-items, **2nd cluster** was emotional expression which include (love 7 sub-items, interpersonal relations 9 sub-items, humility 6 sub-items, and managing emotions 6 sub-items), **the 3rd cluster** was personal strengths which included (integrity 7 sub-items, character 5 sub-items, and growth 8 sub-items), and **The 4th cluster** was managerial skills which comprised (self-evaluation 8 sub-items, team-work 7 sub-items, communication 8 sub-items, administration 7 sub-items, creativity and innovation 6 sub-items, and leadership 8 sub-items).

Scoring system: 4th year nursing students asked to respond to all items with three point Likert scale which are; Does not describe me = 1, Somewhat describe me= 2, and exactly describes me= 3. Student's choice to each item chosen based on to what extent this option best representing him / her in daily life. Then all choices will be summed up and divided by the total number of maximum score and multiplying by 100 if 4th year nursing students obtained ≥ 75 means had satisfactory soft skills and < 75 means had unsatisfactory soft skills.

2- Students achievement sheet: which was taken from 4th year nursing students control room (recording and monitoring students grades committee) for only nursing courses (Nursing Administration, Gerontological Nursing, Community Health Nursing and Critical Care Nursing) after taken written permission from Vice Dean of Education and Students Affairs. 4th year nursing students achievement were calculated into two important parts as follows; 1) Theoretical grades which was calculated from the sum of (oral and written exam), and 2) Practical grades which was calculated from the sum of objective structure clinical exam (OSCE) & semester work which includes all students activities during practical training hours which will be given for students by assigned academic teaching staff.

II-Administrative Design: Official permission was obtained from the Dean and Vice Dean of Education and Students Affairs at Nursing Faculty.

III-Operational Design: it explains steps of actual implementation of the study, usually includes; preparatory phase, the pilot, and field work.

Preparatory phase: This phase took about two months from March to April 2018 which included reviewing the available literature concerning the study topic, study tools were prepared, and translated. The draft of the questionnaire was reviewed for face validity by experts' opinion through a jury comprised from 5 experts (two professors from Nursing Administration Department and two Professors from Community Health Nursing Department and one Professor from Medical-Surgical Nursing Department) Faculty of Nursing (to test comprehension of study tools). Content validity was measured using confirmatory factors analysis to assure (importance, clearance, and accountability) of all items of study tools, all items obtained more than 1.5 so all of tools items were confirmed.

Pilot study: Was done to detect any problems that may be hindered the researchers during data collection phase. It helps also in estimating time needed to fill the questionnaire form. It was carried out on 10% students no. = 17. Questionnaire form took about one hour to be filled. The total period of data collection in the pilot study takes about one week. The participants chosen for the pilot study were excluded from the total study sample.

Reliability was measured using Cronbach's Alpha Coefficients methods to ensure internal consistency and its results revealed that all statements of study questionnaire α were ≥ 0.85 for each item of soft skills questionnaire.

Fieldwork: After ensuring the clarity and understandability of the study tools the actual data collection was started by the end of May up to July 2018. The researchers organized a meeting with students at discussion hall at Nursing Faculty, Assiut University after taken agreement from Faculty Dean and Vice Dean of Education and Students Affairs to explain the purposes of the study, and then the researchers distributed the questionnaire form

which filled by the 4th year nursing students after adequate explanations and guidance by the researchers. Students are grouped into 5 groups. 34 students at a time were met with the researchers from 1PM to 2PM to fill soft skills questionnaire.

Ethical considerations: written agreement was taken from the ethical committee at Nursing Faculty, also written consent were obtained from the Faculty Dean and Vice Dean for Education and Students Affairs to be able to collect data from 4th year nursing students. Oral agreement was taken from all 4th year nursing students participated in this study after informing them about their rights to participate, refuse, or withdraw at any time. Total confidentiality of any obtained information was ensured. The steps of the study could not entail any harmful effect on students.

IV-Statistical analysis: Statistical analyses were done using statistical software package for social science (SPSS version 19). Data were presented using descriptive statistics in the form of frequencies and percentages for qualitative variables, where mean and standard deviation for quantitative variables. The Pearson correlation coefficient analysis was used to determine whether there were significant relationship and multiple regression analysis were used for assessment of the inter-relationships among quantitative variables. A Nova test for multiple group comparison $P \leq 0.05$ (Significance).

III. Results

Table (1): Reveals that all 4th year nursing students aged from 21 to 25 year old, the majority of them were female (79.4%) and (58.2%) were lived in urban areas.

Table (1):- Distribution of socio-demographic data for 4th year nursing students (no.=170)

Demographic data	No.	%
Age		
Mean \pm SD(range)	23.04 \pm 0.638(21- 25)	
Gender		
Male	35	20.6
Female	135	79.4
Residence		
Urban	99	58.2
Rural	71	41.8

Table (2): depicts that the 4th year nursing students had satisfactory soft skill regarding all soft skills clusters except personal strengths (74.3%). Meanwhile as regarding soft skills dimensions they had satisfactory soft skills except in growth, and creativity & innovation (66.8% and 74.02%) respectively.

Table (2):- Distribution of study sample regarding overall soft skills (clusters/dimensions) (no.=170)

Soft skills clusters/ dimensions	Max Score (%)	Mean/Achieved Points (%)	Skills
1-Truth	15(100%)	12.25(81.69%)	Satisfactory
2- Emotional expression	84(100%)	66.76(79.48%)	Satisfactory
▪ Love	21(100%)	16.51(78.63%)	Satisfactory
▪ Interpersonal relation	27(100%)	22.46(83.18%)	Satisfactory
▪ Humidity	18(100%)	15.01(83.4%)	Satisfactory
▪ Managing emotions	18(100%)	12.78(71.01%)	Satisfactory
3- Personal Strengths	60(100%)	44.63(74.38%)	Unsatisfactory
▪ Integrity	21(100%)	16.22(77.23%)	Satisfactory
▪ Character	15(100%)	12.37(82.47%)	Satisfactory
▪ Growth	24(100%)	16.04(66.84%)	Unsatisfactory
4-Managerial Skills	132(100%)	100.32(76%)	Satisfactory
▪ Self –evaluation	24(100%)	18.57(77.38%)	Satisfactory
▪ Team work	21(100%)	16.25(77.39%)	Satisfactory
▪ Communication	24(100%)	17.82(74.24%)	Satisfactory
▪ Administration	21(100%)	15.84(75.41%)	Satisfactory
▪ Creativity & innovation	18(100%)	13.32(74.02%)	Unsatisfactory
▪ Leadership	24(100%)	18.52(77.16%)	Satisfactory
Total soft Skills	291(100%)	223.96(76.96%)	Satisfactory

Table (3): depicts that regarding practical grades which include both semester work, OSCE and theoretical grades which includes both written and oral exam the 4th year nursing students achieve highest mean score in critical care nursing (84.47±7.03 and 76.11±12.14) respectively and lowest mean score in nursing administration (43.54±4.03 and 40.12±5.05) respectively in all examined nursing courses. Also there were statistical significant difference between student's achievement in practical and theoretical grades P-value <0.005

Table (3):- Distribution of 4th year nursing student's academic achievement in different nursing courses (no.=170)

Nursing courses		Practical grades Semester work & OSCE		Theoretical grades		P. value
				Final exams		
		No.	%	No.	%	
▪ Critical care Nursing	Weak	0	0.0	4	2.4	0.005
	Passed / accepted	2	1.2	14	8.2	
	Good	8	4.7	32	18.8	
	Very good	28	16.5	57	33.5	
	Excellent	132	77.6	63	37.1	
	Mean ±SD	84.47±7.03		76.11±12.14		
▪ Nursing Administration	Weak	1	.6	54	31.8	0.005
	Passed / accepted	12	7.1	20	11.8	
	Good	38	22.4	56	10.6	
	Very good	75	25.9	22	12.9	
	Excellent	44	44.1	18	32.9	
	Mean ±SD	43.54±4.03		40.12±5.05		
▪ Community Health Nursing	Weak	0	0.0	16	9.4	0.005
	Passed / accepted	2	1.2	16	9.4	
	Good	14	8.2	31	18.2	
	Very good	54	31.8	62	26.5	
	Excellent	100	58.8	45	36.5	
	Mean ±SD	44.58±3.81		41.03±6.72		
▪ Gerontological Nursing	Weak	0	0.0	10	5.9	0.005
	Passed / accepted	1	.6	7	4.1	
	Good	14	8.2	34	20.0	
	Very good	50	29.4	36	21.2	
	Excellent	105	61.8	83	48.8	
	Mean ±SD	58.79±6.02		49.63±9.96		

- Independent t-test ** Significant difference at p. value <0.05

Table (4): There were positive correlations between 4th year nursing student's academic achievement in practical grades which include semester work and OSCE exam and all soft skill dimensions in different nursing courses with statistical significant difference P .value<0.005.

Table (4):- Correlation Co- efficient between 4th year nursing student's academic achievement in semester work & OSCE and soft skills dimensions (no.=170)

Soft skills dimensions	Practical grades (Semester work & OSCE)			
	Critical Nursing	Nursing administration	Gerontological Nursing	Community health Nursing
Truth	0.71**	0.64**	0.65**	0.67**
Love	0.52**	0.52**	0.53**	0.53**
Integrity	0.63**	0.64**	0.66**	0.63**
Growth	0.40**	0.45**	0.44**	0.44**
Humility	0.61**	0.62**	0.62**	0.62**
self-evaluation	0.69**	0.73**	0.72**	0.71**
Character	0.65**	0.62**	0.62**	0.63**
Managing emotions	0.36**	0.39**	0.37**	0.36**
Interpersonal relation	0.77**	0.74**	0.76**	0.76**
Team work	0.67**	0.73**	0.71**	0.70**

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Communication	0.62**	0.69**	0.68**	0.65**
Administration	0.50**	0.54**	0.52**	0.52**
Creativity& innovation	0.58**	0.62**	0.62**	0.60**
Leadership	0.75**	0.78**	0.77**	0.77**
Total soft Skills	0.96**	0.99**	0.99**	0.98**

**Statistically Significant Correlation at P .value<0.005

Table (5): There were positive correlation between 4th year nursing student's academic achievement in theoretical grades (oral and written exams) with only truth, team work, and leadership with statistical significant difference.

Table (5):- Correlation Co- efficient between 4th year nursing students academic achievement in final exams and soft skills dimensions (no.=170).

Soft skills dimensions	Theoretical grades (oral and written exams)			Community health Nursing
	Critical Nursing	Nursing administration	Gerontological Nursing	
Truth	0.20 [†]	0.24 [†]	0.24 [†]	0.25 [†]
Love	0.22	0.11	0.17	0.09
Integrity	0.18	0.08	0.22	0.12
Growth	0.02	0.26	0.92	0.35
Humility	0.38	0.43	0.84	0.07
self-evaluation	0.12	0.05	0.12	0.07
Character	0.17	0.15	0.15	0.06
Managing emotions	0.03	0.04	0.05	0.01
Interpersonal relation	0.14	0.04	0.07	0.06
Team work	0.28**	0.25**	0.65**	0.65**
Communication	0.02	0.12	0.07	0.14
Administration	0.01	0.02	0.09	0.02
Creativity& innovation	0.02	0.14	0.13	0.48
Leadership	0.28**	0.26**	0.28**	0.27**
Total soft Skills	0.15	0.39	0.15	0.10

*Statistically Significant Correlation At P .value<0.05 * and **Statistically Significant Correlation At P .value<0.001

Table (6): Reveals the order of soft skills cluster which affect 4th year nursing student's academic achievement as follows; truth, emotional expression, personal strengths finally managerial skills.in both univariate and multivariate.

Table (6):- Linear regression between soft skills clusters and total academic achievement for 4th year nursing students (no.=170).

Soft skill cluster	Univariate			Mutivariate		
	Beta	T	Sig	Beta	T	Sig
Truth	0.630	8.106	0.000**	0.270	3.310	0.001**
emotional expression	0.550	8.111	0.000**	0.179	1.091	0.277
Personal Strengths	0.529	7.860	0.000**	0.168	1.913	0.058
Managerial Skills	0.497	7.624	0.000**	0.103	2.314	0.022*

Dependent Variable: total academic achievement score

Table (7): Illustrates that there were a statistical significant difference between 4th year students who lived in urban and rural areas with total soft skills P .value<0. 003** , but there was no statistical significant difference with total academic achievement.

Table (7):- Relationshipbetween 4th year nursing students total soft skills and academic achievement with demographic characteristics (no.=170).

Demographic Data	N	Total soft Skills	P. value	Total Achievement	P. value
		Mean ±SD		Mean ±SD	
Gender					
Male	35	218.34±30.75	0.113	429.94±43.95	0.144
Female	135	225.42±21.19		440.41±35.87	
Residence					
Urban	99	227.13±22.29	0.003**	435.54±39.21	0.268
Rural	71	219.55±24.68		442.06±35.59	

- Independent t-test * Significant difference at p. value <0.05

IV. Discussion

Soft skills are very important as well as hard skills when interviewing new nurses for potential employment. So nursing students should possess soft skills to achieve success on their workplace⁶. There were a mismatch between employers criterion and graduates skills that they actually possess so, all educational institutions should develop institutional qualification framework (IQF) which become a national standard now for all educational centers. Every institution had its own soft skills but the differences based on organizational vision, mission and values²¹.

Soft Skills considered the foundation for academic achievement and career success. Many studies reported that 75% of job success based on soft skills and only 25% depends on hard skills. Employers should put a major concern on student's soft skills and achievement as a criterion for selection and placement of students after graduation. Also faculty administrators and academic teaching staff should put a strong emphasis in their curricula to develop student's soft skills²².

This study was conducted with the aim to determine the relationship between soft skills and academic achievement among 4th year nursing students. The present study depicted that 4th year nursing students aged from 21 to 25 years old, the majority of them were female (79.4%) and (58.2%) of them lived in urban areas.

The present study depicted that the 4th year nursing students has satisfactory soft skill regarding all soft skills clusters except personal strengths (74.3%). Meanwhile as regarding soft skills dimensions they has satisfactory soft skills except in growth, and creativity& innovation (66.8% and 74.03%) respectively. This result goes in the same line with study done by²³ as found that students achieve satisfactory soft skills with all soft skills elements except growth, creativity and innovations. also found that students has satisfactory soft skills level in all soft skills factors except personal strengths²⁴.

Meanwhile this result was contradictory with the study which reported that students have unsatisfactory soft skills than the local market require or expected from the graduate also found that students has satisfactory communication skills only²⁵.

From the researchers point of view 4th year nursing students had unsatisfactory soft skills regarding personal strength, growth, creativity and innovation; this might be attributed to the students experienced high level of stress because of heavy load as they study four basics nursing courses during the fourth year with condensed theoretical and practical teaching hours. Their teaching scheduling began at 8 Am and ending after 5Pm, so, students become very tired, and exhausted there is no time for recreation which enhance students personal strength, creativity, and innovation also this heavy teaching hours not gives students a chance to focus on personal growth they become focused on recalling knowledge and far away from creativity and innovation.

The present study revealed that the 4th year nursing students achieve highest mean score in critical care nursing and lowest mean score in nursing administration course in semester work, and OSCE, also oral and written exams. This result was consistent with study which reported that medical and nursing students achieve better achievement level in critical nursing courses and achieve fewer score in theoretical courses like administration, ethics and management^{26 and 3}.

Another studies were inconsistent with the present study finding as it reported that students with satisfactory soft skills had high level of academic achievement in all courses with discrimination between theoretical, practical, nursing, supportive, humanistic, and medical courses^{17 and 27}.

The present study result may be due to critical care nursing course is very interesting field as 4th year nursing students can observe outcomes of care they provided to patients, which enhance patient progress in clinical areas, also course content so interesting but nursing administration course usually theoretical can be forgotten easily and quickly so students achievement in it less than other assessed nursing courses.

The present study results depicted that there was statistical significant difference between students achievement in practical grades which included semester work, and OSCE, also in theoretical grades which includes oral and written exams, this result goes in the same line with the study which found that there were statistical significant difference between engineering and nursing students achievement in practical exams than theoretical exams as a result of good students interaction in practical exams²⁸.

The result of the present study depicted that there were positive correlation between 4th year nursing student's academic achievement in practical grades including (semester work and OSCE exam) and soft skills in all nursing courses, but there is no statistical significant correlation between 4th year nursing students achievement in theoretical grades (oral and written exam) and soft skills dimension except in truth, team work, and leadership. The present study finding was agreed with study which found that there was a positive correlation between student's achievement in practical exams and soft skills dimensions²⁶. also¹⁷ stated that there were a positive correlation between the majority of soft skills dimensions and students achievement grade score in clinical areas.

The present study finding is inconsistent with study which found that there were no statistical significant correlation between nursing student's academic achievement and soft skills dimensions except with leadership and communication dimensions³. The result of the present study might be due to semester work and

OSE exams required students to utilize their soft skills to the fullest in dealing with academic teaching staff, assistant lecturer, demonstrators, colleagues, and patients because marked amount of grades were putted on the previous attitudes according to Faculty policy so, if the students able to achieve that, surely will gain better grades in practical grades including (semester work and OSCE) than in theoretical grades (oral and written exam).

Result of the present study revealed that soft skills clusters which significantly impacted students achievement arranged as follows firstly truth followed by emotional expression, then personal strengths, and finally managerial skills in both univariate and multivariate. This result goes in the same line with studies done which reported that truth was the highest soft skills clusters that would affect students achievement and managerial skills is the last cluster^{29,30 and 31}. But another study was inconsistent with the present study finding, as it found that soft skills were grouped under four cluster: native skills factors was the highest one that affect students achievement, mean while civility skill factors was the lowest cluster that may affect students achievement²⁷.

The present study finding illustrated that there was a statistical significant difference between students who lived in urban and rural areas regarding soft skills as students lived in urban areas achieve higher mean score than students lived in rural areas regarding total soft skill, this finding goes in the same line with study done by³² as found that students, employees, and employers who lived in urban areas have higher soft skill level than who lived in rural areas. This result inconsistent with²⁷ as he found that age, gender the only variable that affect the differences in students, and employees soft skills.

The present study finding may be because students parents who lived in urban areas usually educated, students also had high level of interaction with others through social media in addition to their parents put their children from birth in nursery schools so students exposed to community at younger age which would make them acquire special talent than rural students.

V. Conclusion

The present study offer insight into relation between soft skills and academic achievement among 4th year nursing students it can be concluded that:

4th year nursing students has satisfactory soft skills regarding all soft skills clusters except personal strengths. There were positive correlation between 4th year nursing student's achievement and all dimensions of soft skills regarding practical grades (OSCE and semester work). Meanwhile in theoretical grades which presented in (oral and written exams) there were a positive correlation only with truth, teamwork and leadership. There was statistical significant difference between students who lived in urban and rural areas in total soft skills score.

VI. Recommendation:

Based upon result the following recommendations are drawn;

- Evaluate student's soft skill during interview and before admitting them to Nursing Faculty.
- Sending research report to the faculty dean to take agreement to make soft skills questionnaire as tool during interviewing nursing students.
- Nursing faculty academic teaching staff should carefully review and incorporate the desired soft skills into their curricula
- Encourage academic teaching staff to include soft skills measurements and development to undergraduates and post graduates students.
- New researches should be done to test the effect of soft skills training program on nurses performance.

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