ASSESSMENT OF SOFT SKILLS FOR PRESERVICE TEACHERS AND ITS IMPACT ON TEACHING PERFORMANCE IN SENIOR SECONDARY SCHOOLS IN NORTH–CENTRAL, NIGERIA

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THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

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Abstract

The term soft skill is generating considerable interest in teacher education. Recent developments suggest that in the next few years, soft skills are likely to become a more important teaching component than technical skills. This study was aimed at finding out the level of the implementation of the course "*curriculum instruction*" in federal universities in Nigeria. Therefore, this study focused on pre-service teacher soft skills gained from participation in the course in other to achieve the ultimate objective of the study. This study used questionnaires and performed data analysis using SmartPLS software in a correlational design with a total of 722 pre-service teachers. Partial least square structural equation modelling (PLS-SEM) results revealed that pre-service teachers gained moderate soft skills from participating in the soft skills course, which, in turn, benefited them in classroom management and, ultimately, teaching success. Further findings indicate that soft skills gained generated a sense in pre-service teachers to have control over their classrooms and has the strongest effect on teaching performance success. These findings shows that pre-service teacher participation in soft skills course generates different kinds of benefits to them at the same time. Turning to findings regarding the effects sizes of the soft skills predictors, results revealed that the effect sizes of some soft skills predictors on soft skills gained were weak, this may mean that not much was done in the implementation of the soft skills curriculum by the institutions to warrant substantive level of soft skills gain by preservice teacher. The analysis did not reveal any significant difference between experienced and novice students in terms of the impact of soft skills on their perception of teaching success. The findings from this study suggest that with substantial soft skills, pre-service teachers need only work into any classroom and then teach successfully upon graduation. This study contributes to theory by discovering new effects sizes for the soft skills predictors as well as the soft skills gained on teaching success. This study also contributes to the curriculum development by developing a curriculum model that can be utilised in the teaching as well as evaluation of soft skills.

PENTAKSIRAN KEMAHIRAN INSANIAH GURU PELATIH DAN IMPAKNYA TERHADAP PRESTASI MENGAJAR DI SEKOLAH MENENGAH TINGGI DI UTARA TENGAH, NIGERIA

Abstrak

Istilah kemahiran insaniah (*soft skills*) kian meraih perhatian dalam bidang perguruan. Perkembangan terkini menyarankan bahawa dalam masa beberapa tahun akan datang, kemahiran insaniah akan berpotensi menjadi komponen yang lebih penting berbanding kemahiran teknikal. Kajian ini bertujuan untuk mengetahui tahap pelaksanaan kursus "pengajaran kurikulum" di Universiti Persekutuan di Nigeria. Justeru itu, kajian ini memberi tumpuan kepada kemahiran insaniah guru-guru pra perkhidmatan yang digarap melalui penglibatan dalam kursus kemahiran insaniah. Borang soal selidik telah digunakan dan analisis data telah dijalankan menggunakan perisian SmartPLS menggunakan rekabentuk korelasi melibatkan 722 orang guru pra latihan. Analisis kajian menggunakan perisian SmartPLS menunjukkan bahawa guru-guru pra perkhidmatan telah mencapai kemahiran insaniah pada tahap sederhana seterusnya menyumbang kepada pengurusan bilik darjah terutamanya kecemerlangan prestasi mengajar. Hasil kajian ini mendapati kemahiran insaniah telah mewujudkan suatu perasaan dalam diri guru-guru pra latihan untuk mengawal bilik darjah dan kemahiran insaniah mempunyai kesan tertinggi terhadap kecemerlangan prestasi pengajaran. Hasil kajian ini menunjukkan bahawa penglibatan guru-guru pra perkhidmatan dalam kursus kemahiran insaniah memberi pelbagai bentuk manfaat kepada mereka. Kajian ini mendedahkan bahawa kesan kemahiran insaniah bagi kebanyakan individu terhadap kemahiran insaniah secara keseluruhannya adalah lemah. Hal ini berkemungkinan kerana usaha pihak institusi adalah kurang dalam mengasah kemahiran insaniah oleh guru-guru pra perkhidmatan. Analisis kajian tidak mendedahkan sebarang perbezaan signifikan antara kelangsungan dan pelajar-pelajar

baharu dari segi kesan kemahiran insaniah kepada persepsi mereka terhadap kecemerlangan prestasi mengajar. Bukti daripada kajian ini menyarankan bahawa dengan kemahiran insaniah yang utuh, guru-guru pra perkhidmatan akan berupaya mengajar dalam mana-mana bilik darjah dan seterusnya mengajar dengan cemerlang menjelang graduasi. Kajian ini memberikan sumbangan teori dengan menemui saiz efek baharu bagi penentu-penentu kemahiran insaniah serta kemahiran insaniah yang digarap terhadap kecemerlangan prestasi mengajar. Kajian ini turut menyumbang kepada teori dalam perkembangan kurikulum dengan membangunkan satu model kurikulum yang boleh diguna pakai dalam pengajaran dan juga penilaian kemahiran insaniah.

DEDICATION

Knowledge enlightens and wisdom inspires. I dedicate all the efforts building up to the completion of this thesis to God. God's unconditional love has been and always will be my inspiration.

ACKNOWLEDGMENTS

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LIST OF SYMBOLS AND ABBREVIATIONS

NPE	:	National Policy on Education
NUC	:	National Universities Commission
NCE	:	Nigerian Certificate of Education
TC 11	:	Teachers' Grade Two Certificate
SSCE	:	Senior Secondary Certificate Examination
NCCE	:	National Commission of Colleges of Education
TSS	:	Teaching Soft Skills
TJP	:	Teachers' Job Performance
WE	:	Class control (size)
SPSSQ	:	Students Perception of Soft Skills Questionnaire
EFA	:	Exploratory factor analysis
PLS-SEM	:	Partial least squares structural equation modeling
SSS	:	Soft skills scale
TPS	:	Teaching performance scale
CSS	:	Class size scale
SS	:	Soft skills
CDS	:	Commitment (conscientiousness)
LLS	:	Lifelong skills
COS	:	Communication skills
CRS	:	Creativity skills
TWS	:	Teamwork skills
PTT	:	Previous teacher training
EPT	:	Experienced preservice teachers

NPT	:	Novice preservice teachers
CI	:	Confidence interval
f^2	:	Effect size
R^2	:	Coefficient of determination
β	:	Path coefficient
Q^2	:	Predictive relevance

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CHAPTER 1:

INTRODUCTION

1.1   Introduction

Each school year, teacher education institutions turnout teachers who would enter classrooms full of children who are eager to learn and interested in discovering new information. To satisfy the classrooms needs of the students, these teachers need to have basic teaching skills, such as classroom management and lesson planning, yet also require the soft skills needed to teach and communicate with the children in their classrooms.

More recent evidence (Melser, 2019) suggest that teachers who are equipped with effective communication skills, good work ethics and a positive attitude are far more likely to make learning fun and relative to a child's life. They can communicate information more effectively and solve problems more quickly, and they possess organisation and time management skills that helps classroom run more smoothly. These soft skills are needed daily in elementary and secondary school classrooms.

Teachers need to practice effective communication skills, have proper organisation in their classroom, and be able to work collaboratively with others in the school building. By exhibiting appropriate teacher behaviours and being professional in the classroom, teachers are modelling the competencies that will help students ultimately value these skills as well as today's world changes so drastically.

Graduates nowadays are hired based on their soft skills rather than hard skills, even in the teaching field. The term 'soft skills' is used to describe personal transversal competences like creativity/innovation, coping skills, collaboration, communication, accountability and other behaviours that promote relationships and successful living.

Experts explain that to increase students' academic achievement, teachers need to be proactive, work with others, communicate lessons with clarity and be innovative and adaptable to any classroom setting (States, Detrich, & Keyworth, 2018; Hattie, 2015). These teachers' qualities develop from participation in teacher training programmes to achieve the educational aims of success in teaching and student learning.

A school setting normally has students, teachers and curriculum requirements, and its success ultimately depends on the capability of the teachers. Teachers are therefore key factors in education success. In the past, teachers' employers were mainly concerned about teachers' hard skills (content and pedagogy), but this notion has changed, and soft skills are now considered important owing to their effect on students' academic achievement (Hattie, 2015). Cimatti (2016, p. 99) posited that 'soft skills predict success'. Similarly, Robles (2012) explained that soft skills have a strong correlation with workplace and future life success. Drawing on this perspective, there is a cause–effect correlation between soft skills and personal and professional achievement.

Soft skills are connected to all disciplines, Grisi (2014) position concurred to this view by asserting that 'soft skills operate in a direction that is rather separate from the role of the individual and go beyond the strict demands of the profession'. More importantly, the famous educationist John Dewey, in his book *Human Nature and Conduct*, considered this set of skills as the dispositions that the person expresses as specific ways of acting in different challenging situations. In Hattie, 2015, and Kautz Heckman, Diris, Ter-Weel, & Borghans, (2014), the authors investigated the effect of teachers on student's achievement, there investigation revealed that teachers play

significant role in increasing student's academic achievement. This evidence makes researching on soft skills of preservice teachers important.

Presumably, focusing on preservice teachers' soft skills would generate a chain of impacts, and it would impact teaching job performance, impact students' academic achievement and have a long-term effect on educational quality and on the country's economic development. Focusing on preservice teachers would be rewarding because a recent review of literature on teacher education (Barnes, Boyle, Zuilkowski, & Bello, 2019) found that, in Nigeria despite a huge investment on in-service teacher preparation, overall secondary students' academic achievement has been mixed. This is something of a pitfall.

The mixed results in academic achievement add to the daunting challenges facing Nigeria. It is common knowledge that the country has huge challenges such as insurgency, farmer/herders' clashes, banditry and thuggery. UNESCO (2014) reported that the country has a very serious shortage of trained teachers, and it struggles with education quality. New initiatives for government attention to focus on soft skills of preservice teachers have been one remedy suggested for these challenges.

Recent findings regarding soft skill showed that they are an important component in work and life success. In the light of recent findings, there is considered concern about soft skill of preservice teacher. This study intends to provide a view of preservice teachers' soft skills experienced through participation in a course designed to equip them with soft skills and the associated benefits for teaching performance success. The study presumes that this would further the relevance attached to soft skill teaching within teacher education programmes.

This study is organised into five chapters. It began with chapter one that gave an overview of the problem, chapter two examines previous related literatures. In the third chapter, the research methodology is presented. An analysis of data is undertaken in the fourth chapter and the results presented. Conclusions are drawn in the final chapter. Chapter one began by examining the background of the study. The problem statement is highlighted together with the research objectives and questions. The theoretical and conceptual models as well as the significance of the study are presented in the chapter.

The term soft skill is relatively new terminology in teacher education. This term was first used by US army 1972 to refer to 'competencies needed for leadership and training'. In the business sector, the term is used to refer to characteristic needed to get a job and remain relevant in the job. In the field of teacher education, Melser (2019) in her book '*teaching soft skills in a hard world: skills for beginning teachers*' considered soft skills as 'attributes that people have which enable them to communicate, work together, and get along with others'. Soft skill is recognized an important skill in determining teaching outcomes.

The challenge for this study is that research has tended to focus teaching hard skills in most cases rather than on soft skills. And additional problem is that soft skills course is not given the priority it deserves in teacher education despites expert's agreement on Universities as the best place for development of soft skills in students during training. In this study the term soft skill is used interchangeable with 'curriculum and instruction' in accordance with the practice where this study was conducted. '*Curriculum and instruction'* course is that part of teacher training course which is not subject specific, it is a competency-based course concerned with teacher soft skills that can sustain them in teaching.

In the literature, few studies have addressed people's soft skills. Manninen, Sgier, Fleige, Thöne-Geyer, Kil, Možina, et al. (2014) performed experiment on lifelong skills (attitudes), they found that one's attitudes has direct stronger effect on one's work success, social engagement, management of owned life and a moderate effect on one's tolerance. Washor (2015) examine soft skills of intern's students, he found that participating in internship account for 27% of variance in soft skill indices. Roos, Lennox and Botha-Ravyse (2016) found that after controlling for time, outdoor educational adventure explained 30% of variance in education students' soft skills gained.

Meeks (2017) reported on soft skills and concluded that there is significant correlation between soft skill and communication, teamwork, critical thinking and leadership. Ibrahim, Boerhannoeddin, & Bakare, (2017) found that soft skills have moderate to large significant direct effect on workplace performance and outcomes. Pa-alisbo (2017) examined the link between soft skills and job performance, he found that soft skills predict teacher level of job performance. Burns (2018) reported that soft skills have dual functions for teachers, they enable learning and are useful in subsequent implementation of their technical skills. His report points out that soft skills help teacher to 'combining authority with entertainment, wit with wisdom, abstract knowledge with contemporary examples in students' purview' p49. Cinque (2012) reported mean correlation between soft skill and adaptability, and positive behavior.

Taking together, these studies demonstrate support for the potential effect of soft skill towards sustaining teacher in communicating with others, managing self, managing people and mobilizing innovation and change. Despite this importance, soft skills curriculum seems not to properly implement in universities in Nigeria, little

attention has been given to teacher soft skills making empirical evidence on teacher soft skill scarce (States, et al. 2018). To minimize or rather close this gap, the present study aims to investigate the soft skills of pre-service teacher.

1.2   Background of the study

The 21st century has brought tremendous advancement in science and technology, information spreads faster than it have every being, jobs require more skilful workers and crime rate is on the rise. In this era, realities need to be shaped to meet with such challenges. As a result, institutions must reorganise themselves to tackle the ever-increasing contemporary challenges. For Nigeria to overcome 21st century challenges and achieve sustainable development, contributions of the education sector are imperative. The education sector, particularly teacher preparation faculties and departments provide the platform for aspiring to solve the challenges. One of the measures taking by national universities commission and transmitted to teacher training faculties or departments for implementation is the modelling of soft skills in preservice teachers.

Soft skill is a term used to described personal cross-sectional competence like creativity/innovation, collaboration, communication, lifelong and other dutiful behaviour that promotes relationships and successful living (Cimmatti, 2016). This set of skill is useful to teachers in coping with teaching and other life challenges. Realizing the critical importance of soft skills, Nigeria develops curricula for all levels of education to keep pace with these developments through educating individuals to be skilful in every ramification. The onus to raise the level of confidence in individual students and produce programs that could satisfy the needs of the 21st century is placed on the educational institutions.

More recent evidences highlights that soft skills teaching, measurement and assessment has enjoy whether popularity in the western world (Lamb, Maire & Doecke, 2017; Lamb, Jackson, & Rumberger, 2015; Hattie, 2015; Kechagias, 2011; Ball, Joyce, & Anderson-Butcher, 2016; Binkley, et al. 2012). But the integration of the concept in Africa in general and in Nigeria educational system is yet to be fully embraced (Aworanti, Taiwo & Iluobe, 2015). It is required for educators to evaluate curricula as the need arises, to incorporate the dynamics of the contemporary times (Mecit & Mustafa, 2017). Therefore, the present study assessed the level of soft skills inculcated in preservice teachers and investigate its relationship on teachers perceived higher job performance.

As explain through research, teacher educators are duty bond to equip preservice teachers with skills that will promote teaching and learning during classroom interactions (Chien 2016; Ogbonnaya, 2007). This suggests that teachers' skills are reflections of their training, the effect of their training could be traced on their student's academic achievements and so on. Less however is known about the nature of soft skills training received by preservice teachers, and how their perception of job performance that may be responsible for student's level of achievements in the study area. Like so many other experts, Mehdinezhad (2012) explained that teacher preparation programs must trained teachers to be proficient in different kinds of skills, knowledge, disposition and values. Many studies have indicated that teacher's proficiency has positive impact on their students' academic achievements. This makes researching the soft skills of preservice teachers very important.

Prior research has suggested that soft skills are what separate average performers from higher performers, similarly, the organizational ability to perform in this area is what separate average organizations from excellent organizations. For example,

DeWitt and Alias (2015) explained that critical skills are crucial to solving classroom problems, but unfortunately these skills are lacking among graduates from higher institution. These experts advocated that such skills should be taught in new ways that could enable learners grasp the concept easily and make judicious use of it in the workplace.

Therefore, proficiency in hard skills (content and pedagogy knowledge) alone without having enough soft skills that helps in effective teaching may not be enough to guarantee success in teaching. One researcher points out that soft skills help teachers in "combining authority with entertainment, wit with wisdom, abstract knowledge with contemporary examples in students' purview" (Burns, 2018, p. 49).

In pursuance of this, various editions of National Policy on Education (NPE) in Nigeria has evolved overtime, the first was published 1977, this has been successfully followed by revised editions viz second in 1981, third in 1988, fourth in 2004 fifth in 2007 and the current which is the sixth edition was published in 2013. This shows education policies have undergone series of restructuring in Nigeria, six times since independence. The restructuring had been gainful in developing manpower to derive the country's economy. However, in each restructuring, the significance of teacher education has been stressed. Several revisions of the NPE has been necessitate by the need to address noticeable gaps in content, remedy deficiency and meet up with contemporary challenges.

Particularly, the emergence of the 2013 edition was informed due to the need for repositioning Nigerians' education sector to effectively meet the challenges of education for all initiatives, millennium development goals (MDGs) and national economic empowerment and development strategies (NEEDS). This edition highlights and emphasizes strongly the need to improving teacher quality through sound teacher

education in professionalism, creativity, lifelong learning, teamworking spirit, conscientiousness and effective communication skills (Federal Republic of Nigeria [FRN], 2013). Thus, leading to the restructuring of the educational system into four levels.

The four levels of education as enshrined in the (2013) 6th edition restructuring of the nations' education policy are, Early child-care and development; basic education; post basic education in senior secondary schools and tertiary education provided in colleges of education, monotechnic, polytechnics and universities (FRN, 2013).

Possession of a bachelor's degree in education is a prerogative of teaching in post basic education level (senior secondary school SSS). The degree programs in education are offered at faculties of education in universities across Nigeria under the watchful eyes of a regulatory body known as national universities commission (NUC).

Previously, teaching in primary school require that the teacher must have grade two pass certificate, this was faced out in 1998 restructuring where Nigeria certificate in education (NCE) was made the hallmark for teaching in the basic level of education (website 5). Students that enrol into NCE programmes received teacher education at colleges of education under the supervision of national commission for colleges of education (NCCE).

In order to qualify for teaching in senior secondary, grade two certificate holders and NCE holders further enrol into university for bachelor's degree in education. Hence, persons that enrol for bachelor's degree in education are from three categories; holders of senior secondary certificate (SSCE), holders of grade two certificate (TC11) and holders of Nigerian certificate of education (NCE) who join at 200 levels.

The onus of providing teacher education to preservice teachers of senior secondary education level lies primarily with faculty of education of every university in the country. As at January 2019, Nigeria has 173 universities (private and public) (National university commission [NUC], 2019). Out of these numbers 36 are federal government universities (one for each state and the federal capital territory, 62 universities run Bachelor of Education programs at its education faculties (Adejuyigbe & Adejuyigbe, 2016).

Education faculties are further streamlined into departments or institutes in every university for easy administration. The departments may have different nomenclature, but they have a common curriculum to use in training preservice teachers in their various disciplines.

The basic goals of teacher education curriculum across the entire universities in Nigeria are the same, they are derived from the nation's core principles of teacher education by National University Commission (NUC) a regulatory body responsible for monitoring university education in Nigeria, and transmitted to every university for implementation, they are to:

> "Produce highly motivated, conscientious and efficient classroom teachers for senior secondary education level; Further encourage the spirit of enquiry and creativity in teachers; To help teachers fit into and contribute to the community and society at large Provide teachers with the intellectual and professional background adequate for their assignment and to make them innovative and adaptable to the changing situation and To enhance teacher's commitment to the teaching profession" (NUC, web site, 1).

To realize these objectives, preservice teachers requires sound teacher education. Literature explained that ingredients to achieving high teaching performance are normally obtained from sound teacher education programmes that takes longer period depending on the kind of skills that need to be developed (Darling-Hammond & Lieberman, 2012). These ingredients are hard skills (content and pedagogy) and then

soft skills for effective teaching (Mankilik & Mang, 2015; States et al., 2018; Hendriana, 2017; Good & Lavigne, 2018). Teaching of soft skills demands that preservice teachers need to be exposed to relevant content as a priority for them to understand and used the skills properly. Price (2015) explained that hard skills in every discipline are continuously evolving but the essential soft skills learned remain constant with those teachers.

Irrespective of their subject area and methodology aspects, teacher education curriculum in Nigeria specifies that preservice teachers most offer "curriculum and instruction" course for two semesters. Curriculum instruction is defined as "that part of a teacher education curriculum that is shared by all teacher-students. It provides broad exposure to multiple disciplines and forms the basis for developing essential intellectual, civic, and practical capacities" (University of Jos, 2010). This course objectives are based on objectives of university teacher education that are in turn derived from national policy of education. In specific terms, the course was designed to ensure holders of bachelor's degree in education acquire the necessary skills to become more conscious of their behavior, flexible to change, resilient, make value-based judgements, communicate effectively and collaborate efficiently to enable them to teach their content successfully and for their future life (FRN, 2013). To inculcate soft skills in teachers, Mitchell, Skinner, and White, (2010), suggests that low ranked or rated soft skills be given special significance along with highly ranked or rated soft skills for a lack of understanding how to implement them could have been responsible their low ranking.

When students are admitted into faculty of education in Nigeria, the University curriculum specify that they must undergo the rigors of study in faculty of education as their parent faculty for their pedagogy knowledge and teaching soft skills. This same

set of students are requiring offering courses in other servicing faculties for their content area knowledge in their disciplines and then take several general studies courses for their all-round development. Scholars explained that taking hard skills (technical skills) with soft skills courses blends strong preparation in the discipline with connected preparation towards competency (Darling-Hammond 2006; Good & Lavigne, 2018; Rubie-Davies, 2018). Rubie-Davies (2018) explained that when preservice teachers take both subjects at the same time, it begins to build the linkage between professional and academic skills, and these encourages students to explore more disciplinary knowledge along with ways to translate that knowledge immediately into secondary education settings.

Teacher education curriculum at the university level is designed such that students' progress is based on continuous assessment, end of semester/course examinations and a compulsory teaching practice to be undertaking by the preservice teachers. These examinations and field work (teaching practice) are conducted in accordance with the regulations set by NUC, (NUC, web site 1), to ensure degree holders have substantially satisfied all their conditions and can provide consistent services at an acceptable level before they are being for entry into the teaching profession. Teachers failure to perform successfully at their duty post may be due to inadequacy in their soft skills. Hence the benefits of producing students who are future ready and able to thrive no matter the circumstances are not only desirable but doable.

Undoubtedly, soft skills that support students to succeed in college and acquire degree, support their transition into workplace and their job performance success. Experts say the most important soft skills for teachers are creativity, commitment, teamwork/collaboration, lifelong learning, and communication skills (Crawford, Lang, Fink, Dalton & Fields, 2011; Kechagias, 2011; Good & Lavigne, 2018; States, et al.

2018; Lamb, Maire & Doecke, 2017; Hattie, 2015). Kautz, Heckman, Diris, TerWeel, and Borghans, (2014) refers to these attributes as the "Big five" soft skills (non-cognitive skills) for promoting lifetime success. These skills closely align with the skills agreed to be the goals of general education programs highlighted by Aloi, Gardner and Lusher (2003).

Kautz et al. (2014) explained that job success depends on character skills and cognitive knowledge under suitable conditions and that having strength in the former dimension can compensate for people's shortfalls in the later dimensions. This explains that teachers' soft skills can enable them to successfully carry out their basic services. Without such knowledge, research cannot explain why feedback to soft skills training from teacher education curriculum and the perceived job performance of these teachers may affect student's learning. Investigating this was the concern of the present study.

Naugle, Naugle and Naugle (2000) posits that schools like most other service providers should develop mechanisms to gauge the success of their overall instruction periodically. Evaluation of training has been demanded in the for-profit sectors since time immemorial, so evaluation for training should also be demanded from non-profit sectors (schools, churches, mosques, temples, hospitals etc.) for accountability, because, inadequate level of soft skills developed by teachers can be disastrous as explained by Boahin and Hofman (2013). Drawing on Boahin and Hofman (2013) perspective on soft skills, it implies that students' prospects for obtaining better grades depends on their teachers display of soft skills while teaching.

While there are established studies on the various entities or clusters of skills (commitment, communication, creativity/innovation lifelong/adaptability and teamwork or collaboration etc.) especially in UK. USA, and other advanced countries,

relatively limited focus is given to the soft skills global and its benefit to teaching performance success (Lamb et al., 2017). Empirical evidence on the potential of overall soft skill acquired to create teaching performance success is scarce in the study area (Aworanti, Taiwo & Iluobe, 2015). Moreover, a deeper understanding of the entities of soft skills and teaching success is not so clear. With this in mind, the work takes a look at preservice teachers studying in north-central Nigeria federal universities that had been exposed to "curriculum and instruction" course.

1.3   Statement of the problem

It is common knowledge that teachers enter classrooms full of children with different abilities who are eager to learn and interested in discovering new information. To satisfy the demands of their classrooms, these teachers need to have basic teaching skills, such as classroom management and lesson planning, yet also require the soft skills needed to teach and communicate with the children in their classrooms.

Generally, the main emphasis of teacher education is to equip preservice teachers with knowledge and skills necessary for their task Good et al (2018). One main focus of teacher education in Nigeria is to equip preservice teachers with soft skills, they believe that teacher education curriculum should move beyond just educating teachers on cognitive and psychomotor domains (FGN 2013). Despite introducing the soft skills curriculum, the study was prompted by the reports that getting resilient committed, innovative as well as collaborative teachers is rare. Soft skills for preservice teachers are captured in "Curriculum instruction" course designed for university undergraduate preservice teachers (University of Jos, 2010). Curriculum instruction is defined as "that part of a teacher education curriculum that is shared by all teacher-students. It provides broad exposure irrespective of disciplines and forms the basis for developing essential teaching soft skills" (University of Jos, 2010).

Teachers who are equipped with effective communication skills, good work ethics and a positive attitude are far more likely to make learning fun and relative to a child's life. They can communicate information more effectively and solve problems more quickly, and they possess organisation and time management skills that helps classroom run more smoothly. These teachers can also serve as role models for their students, who will need these soft skills in their own future careers.

Though soft skills are sometimes addressed through dispositions rubrics in teacher-educations programmes, they are often not built in as required lessons in most university classrooms. It is fundamental to note that soft skills are needed daily in elementary and secondary classrooms. Teachers need to practice effective communication skills, have proper organisation in their classroom, and be able to work collaboratively with others in the school building. Not only do they need these skills to do their jobs, but they are also modelling them for students and children in their classrooms.

The challenges that necessitated the 2013 revised edition of Nigeria national policy on education demands that Nigerians must be able to rise to meet those challenges. The development of quality teachers thus becomes a priority. To achieve this, experts explained that teacher training institutions need to focus on specific topics that are not always considered, if human resource development for the 21st century must be achieved (Ahmad, 2012; Lamb et al., 2014).

Teacher education curriculum at the university education is designed in a manner that it would provide preservice teachers adequate soft skills for their primary assignment. Part of the objective is to make preservice teachers acquire sound substantial level of soft skills that would make them effective teachers in secondary education level to make meaningful contribution to the education of the children.

Good and Lavigne (2018) said teachers' need two types of knowledge to deliver instructions to students perfectly in the school, these are pedagogic content knowledge (hard skills) and action-based knowledge (soft skills). Scholars argue that teachers can develop such an important knowledge/skill from collegial professional training. More recent evidence on teacher professional training suggested that most preservice teachers do not experience effective teacher training especially with respect to teaching soft skills (Copper & Semich, 2019; Gulamhussein, 2013).

Thus, in the study area, reports revealed that teachers' job performance is not quite satisfactory, negating the cardinal objectives of the university teacher training program and those of post basic education (SSS). An example is the persistent failure recorded by senior secondary students over time (West African examination council [WAEC], 2017; WAEC, 2018). WAEC reported senior secondary school examination academic achievements of students in external examination as follows 31.28%, in 2014; 38.68%, in 2015; 52.97%, in 2016; 59.22% in 2017 and 49.98% 2018. In his investigation into test scores, Haertel (2013) shows that test scores are a measure of teaches capability in teaching, if the test scores are not moving, then the effectiveness of teacher education curriculum ought to be reviewed. The continuous decline in students test scores makes researching the soft skills of them suppose teachers important.

The consequences of teacher training are enormous, it can dim the hopes of a nation. Dim in the sense that when teachers do not possess adequate skills, it will become very hard for them to discharge their duty, experts say, this situation will make it hard for developing nations to break their circle of poverty (Campbell & Brenton, 2015; WAEC, 2018 website 3). Campbell and Brenton (2015) also Kim and Ployhart (2014) authorities in job performance notes that the performance of every level of

education drives the entire economy, without individual work performance, there would not be anything as cooperate unit achievement, no economic success and eventually no value for economic activity within a country.

When students' achievement continues to nose-dive despite several researches on how to improve students' achievements, it would only be proper if we resort to assessing the effectiveness of teacher education curriculum with reference to the effectiveness of the training received. The study was designed to assess the extent of soft skills gained by participants and the effect this has on teaching performance success. In other words, the study is determined to find out whether teacher education soft skills curriculum was adequately implemented to enhances pre-service teachers' soft skills gained and the impact soft skills had on how pre-service teachers' perceived teaching performance in senior secondary education level.

1.4 Aim of the study

The aim of the study was therefore to assess the soft skills of preservice teacher and its impact on teaching performance. Also, this study determine the effect of class control as a mediator to the contribution between soft skills to teaching performance. The contribution of the moderator previous teacher training was also investigated.

1.5 Rationale of the study

As earlier stated, the term soft skill describes the clusters of intra and interpersonal competences like creativity/innovation, collaboration, communication, lifelong and other dutiful behaviour that promotes relationships and successful living. Generally, jobs nowadays hire recent graduates based on their level of experience with soft skills rather than the technical competence. The situation is applicable in teaching profession because to increase students' academic achievement, teachers need to be vast, work with others, communicate lessons with clarity, be innovative and adaptable to any

classroom situation (States et al., 2018). The quality of an educational program does not just depend on students admitted grades, materials input, or technical knowledge of the teachers but also on the teacher's personal transversal competences. The teacher's qualities develop from their involvement in a teacher training programs to achieve their educational aim which is success in teaching and learning.

A school setting normally has students, teachers and other curriculum requirements and its success ultimate depends on the capability of the teachers with other administrative support from school management. Teachers are therefore key factors in education success, invariably the quality of teachers strongly affects students learning. In the past, teachers' employers were mainly concerned about teachers' hard skills, nowadays this notion has change and soft skills are considered important owing to their effect on students' academic achievement (Hattie, 2015). Cimatti (2016, p. 99) posited that "soft skills predict success" drawing on this perspective, we can see that soft skills correlates with professional achievements. Similarly, Robles (2012) explained that soft skills has strong correlation with workplace and future life success.

Besides that, Soft skills are connected to all disciplines, in other words they are not subject specific, they are necessary personal transversal competences of the teacher (Burns, 2018). Grisi (2014) concurred to this view by asserting that "soft skills operate in a direction that is rather separate from the role of the individual and go beyond the strict demands of the profession". More importantly, the famous educationist John Dewey in his book "human nature and conduct" considered this set of skills as the "dispositions that the person expresses as specific ways of acting in different challenging situations".

The fact that the quality of student's academic achievement strongly depends on teachers' soft skills (Hattie, 2015; Kautz et al., 2014; Burns, 2018) makes researching the soft skills of teachers important. The study intends to provide a view of teacher's soft skills experienced from participation in a course titled "curriculum and instruction" designed to modelled in preservice teachers teaching soft skills and derivable benefits it has on teaching performance success using the lens of Donald Kirkpatrick theory. The study presumes that this would further the relevance attached to soft skills teaching within teacher education programs. It is incumbent on teacher's education to evaluate the skills of its trainees to ensure quality control. Since 1983, Clarken in his seminal paper suggest that "like other professions and organizations, teacher education must evaluate its product-the teacher. This quality control and ongoing evaluation process becomes the means by which both the products and the program can be improved" (Clarken, 1983, p. 1).

1.6   Objectives

The study was designed with the sole purpose of assessing participants soft skills development in connection with soft skills education and explained its relationship to teaching performance success in senior secondary education level. In specific terms the study was intended: -

1. To determine the level of changes participants' experience in connection with soft skills education.

2. To determine the extent soft skills demonstrated the influence of class size on respondents teaching performance success

3. To determine the extent respondent's exhibit soft skills in their perception of teaching performance success

4. To determine the direct/indirect effects size between latent constructs as follows

   a) To examine the extent of the direct effect size of soft skills on teaching job performance

   b) To examine the extent of the indirect effect of class size on participant's demonstration of soft skills on teaching performance success

   c) To examine the extent of the total effects of soft skills on teaching performance success

5. To determine the difference between groups (experienced preservice teacher or novice preservice teacher) of participants demonstration of soft skills gained and on their perception of teaching performance success

6. To determine whether the model revealed what participants had acquired was enough to predict influence of soft skills on teaching performance success.

1.7 Research questions

Since the study was determined to find out whether the implementation of the soft skills curriculum enhances pre-service teachers' soft skills gained and the impact soft skills has on pre-service teachers' perception of teaching performance in senior secondary education level. The investigation was guided by six research questions: -

1. i)To what extent do participants experience changes in connection with soft skills education? ii) What soft skills aspects do preservice teachers feel they still need further development?

2. To what extent does soft skills demonstrate the influence of class size on respondents teaching performance success?

3. To what level do respondent's exhibit soft skills in their perception of teaching performance success?

4. What is the extent of the direct/indirect effect size between the main constructs of the study?

a) What is the extent of the direct effect size soft skills had on teaching performance success?

b) What is the extent of indirect effect size of class size on participants demonstration of influence of soft skills on their perception of teaching performance success?

c) To what extent does soft skills totally have effect on teaching performance success?

5. What is the extent of the differences between different groups (experience students or novice students) of participants demonstration of soft skills in their teaching performance perception?

6. To what degree does the model revealed what respondents have acquired from participation in the course was enough to predict its influence on teaching performance success?

1.8   Hypotheses

Following the conceptual model, the following hypotheses were set to guide the study:

1. There is no significant direct effect of soft skills global on the respondents teaching job performance success.

2. There is no significant direct effect of work environment (class control) on teaching performance success.

3. Control of owned class is positively influenced by soft skill gained.

4. There is no significant mediating effect of class control on teaching job performance.

5. There is no significant total effect of soft skills gained on teaching performance.

6. Previous exposure moderates the relationship between soft skills and teaching performance such that those with prior exposure (experienced preservice teacher), the effect will be positive and those without (novice preservice teacher) the effect will be negative.

7. There is no significant indirect effect of communication skills on the respondent's perception of teaching job performance

8. There is no significant indirect effect of commitment to duty on teaching performance success

9. There is no significant indirect effect of teamwork skills on the respondent's perception of teaching job performance

10. There is no significant indirect effect of lifelong skills on the respondent's perception of teaching job performance success

11. There is no significant indirect effect of creativity/critical thinking skills on the respondent's perception of teaching job performance.

12. Hypothesis twelve predicted that a statistically significant difference in ratings of soft skills scale exist between participants novice preservice teacher, that is students without previous teacher education) and experienced preservice teachers (certificate in education students). Put in another way, participants without previous teacher preparation qualification reported significantly different score on the soft skills scale when compared to holders of certificate in education participants.

1.9   Assumption of this study

It is hypothesised that there is no gap between preservice teachers overall soft skills gained and their perception of teaching performance success. This hypothesis evolves on the assumptions that the existing content of "curriculum and instruction" course units for teacher training at faculties of education is clear about the nature of soft skills required of its graduates; the existing curriculum as well as its learning outcomes can sufficiently support students to acquire soft skills for effective teaching success; course accreditation bodies attached equal importance to teaching hard skills and teaching soft skills; and since those students are in their final year of study in school and had been allowed to participate in their teaching practicum, it is obvious that they had pass the theory part of the course (curriculum and instruction) a 300 level course. In sum, it is assumed that all preservice teachers received the same quality of training from their teacher educators/lecturers since are participants are from federal government owned universities which have much in common.

Robles (2012) posits that hard skills are part of most educational curriculum, but teaching soft skills are often ignored when designing curriculum. Report from Taylor (2016) empirical study results revealed that soft skills of graduates were not developed adequately in universities in South Africa. But then Kechagias (2011) says teaching soft skills in the classrooms is possible. This raises many questions regarding whether soft skill is given the needed attention in teacher preparation. Finally, it was also assumed that the students attended classes with the requisite number of teacher educator to student ratio one to ratio thirty.

1.10   Delimitation of the study

To contribute to studies on teaching soft skills, this study was limited to final year faculty of education undergraduate students from Nigerian federal Universities in its 2018/2019 academic session, specifically, federal universities in north-central Nigeria formed the sample population of the study. The choice of this target group aimed at getting preservice teachers that studied after the 6th edition national policy on education restructuring was done in 2013, also the target group had sufficiently undergone teacher training (curriculum instruction) course as well as have completed their series of teaching practicum. Cimatti (2016) explained that soft skills can better be assessed when students have completed programs that exposed them to those skills, or during a professional education program.

The study was delimited to the key soft skills in teacher education (teamwork skills, communication skills, commitment, creativity skills, and lifelong learning); teaching performance; class size and previous teacher exposure (experienced preservice teachers and novice preservice teachers). As explain by literature review these variables constitute the action base skills in any teaching activity. Therefore, the study found out the perception of preservice teachers on their preparation regarding their soft skills acquired during their undergraduate and how these skills demonstrated its effect on their perception of teaching performance success. Class size was used as a mediating variable to the preservice teachers perceived of soft skills demonstration on teaching performance success.

Prior research has suggested that research on soft skills is more prevalent in business-oriented disciplines than it is in teaching profession (teacher preparation). Also, literature revealed that most research about soft skills are found in developed countries (Europe and USA) than in developing countries. This development makes focusing research on soft skills in teacher preparation very important.

In the present study, Kirkpatrick's Training effectiveness evaluation theory served as the lens while other relevant theories and models served auxiliary function in developing the conceptual research model. Prior research has authenticated the use of Kirkpatrick model for evaluating training effectiveness, hence the present study proceed very much in the same way as is indicated in (Ulum, 2015; Gill & Sharma, 2013; Bates & Coyne, 2005; Naugle et al., 2000) also many others.

1.10.1 Limitations of the study

The researcher was aware that the research may have some limitations. These limitations are evidence of the difficulty of collection of data, constraint of limited budget, geographical spread and time. Another serious limitation has to do with the lack of previous research work on the topic especially in the study area.

1.11 Significance of the study

The present study aimed to raise awareness among teacher educators, preservice teachers, stakeholders and policy makers about the soft skills developed by preservice teachers, the factors that influenced their development and the benefits that are derived from their possession of soft skills. Against this background, the need for an assessment of teachers' soft skills gained and the multiple entities that influenced their levels its hope will address the issues of responding to the challenges that informed the emergence of the 2013 national policy on education as enshrined in the national development policy of Nigeria.

Understanding the teacher educator's practices that can impact preservice teachers acquisition of soft skills for effective performance is important not least because of its substantial economic importance. Report from OCED comparison of education standard among nations compiled by Andreas (2015) as reported by British broadcasting cooperation news said the idea of evaluation of educational standards

will raise awareness among nations developed and developing about the strengths and weakness of their educational standards in preparing its citizenry. The belief of this study is that the outcome from the study might improve the Nigerian educational system generally.

Teachers acquisition of soft skills might improve student's achievement, might make students develop and maintain a positive sense of them and get involved in furthering their studies. Through this improvement in student's achievement, it may affect scientific change in the society leading to a better educated population and the better educated population can increase economic potentials for productivity.

Furthermore, the study might be beneficial to secondary student because effective job performance by their teachers will aid learning and make the learning of their subjects more interesting than where teaching of the subject is done haphazardly. If teacher's soft skills improve, this would undoubtedly enhance the academic performance of their student, encourage student enrollment in schools thereby enhancing the scientific and technological advancement of the nation.

To the lecturers, the findings from this study would be beneficial in that empirical evidences as to the level of their practices would be brought to light thereby according them opportunity to make instructional adjustment towards improving on their training or mentoring of their students. This could positively reinforce their strategies of teaching thereby enhancing their performance towards becoming masters of their profession.

Preservice teachers would benefit from the study since many experts argue that teachers live by schedules and must adhere to time frames throughout their entire day. For instance, learning the soft skill of time management can help even the most disorganised teacher get their classroom running like clockwork. Being able to figure

out how to make the teaching day run in an efficient manner and effectively use the time allotted is a skill that all teachers need to learn. Learning how to control and allocate time, both during and outside of the scheduled school day, is a key to success in the classroom and a major component of eliminating burnout among teachers.

To employers and administrators, the information provided by the study would serve as empirical bases for employable skills possessed by the graduates of education. For instance, by assessing preservice teachers' soft skills level, this could reveal the strengths and weakness of preservice teachers and the recommendations if implemented will generate huge benefits to schools in the area of teaching and learning.

The national university commission (NUC) which is a federal arm of government responsible for university education is not left out in the huge benefits that will come from the study. The findings will spur them to taking steps towards enhancing or maintaining the quality of its teacher education programs. This could lead to necessary policy adjustment or reviews targeted at improving the educational process and meeting up with the nations objectives of teacher education. So, educational interventions that are based on oversea studies are likely to be culturally appropriate and sustainable. Literature shows that procedures of course accreditations at university are currently tilting away from the traditional modes (Gitomer, 2009). Findings from the study will benefit NUC towards adopting a more robust accreditation method.

Curriculum planners might derive benefits from the findings of the study as it would serve as an audit instrument to ascertain the level of implementation of the curriculum of undergraduate's teaching soft skills and other technical skills.

One would have expected that the much research that has gone own over time in education have solved the problems inherent in teaching and learning, nevertheless, Good and Lavigne (2018) observed that why research does not yield answers to the numerous problems of teachers and their teaching and learning activities are that research results are often politically motivated. Secondly, much time is devoted to making sure that the research is new rather than trying to integrate the research findings. It is hoped that the research finding would be significant to curriculum planners in incorporating the present findings and previous results from other studies into the curriculum. The study would be significant in education because the findings will increase people's knowledge, it could also be as a reference point and a springboard for other researchers in this subject.

Lastly, he significance of assessing preservice teachers from teacher preparation programs cannot be overemphasized, assessing acquired skills from participation in course and the impact on teaching performance is an important strategy for improving the nations educational system, employers or school principals would benefit greatly and this would also expand our knowledge base. Presumable, focusing on preservice teachers' soft skills would generate chain of impacts, it would impact teaching job performance, impact student's academic achievement, have a long-term effect on educational quality and on the country's economic development. Focusing on preservice teachers would be rewarding because a recent review of literature on teacher education (Barnes et al., 2019) found that despite huge investment on in-service teacher preparation, overall students' academic achievement has been mixed. This probably adds to the daunting challenges facing Nigeria. It is common knowledge nowadays that the country has huge challenges of insurgency, farmer and herders' clashes, Banditry, thuggery and many more. UNESCO (2014) reported that the country has very serious shortage of trained teachers and it also struggles with education

quality, they draw government attention to focus on skills of preservice teachers as some remedies to the daunting challenges.

1.12   Constructing the conceptual framework

It has been suggested (Rao, 2018) that role theory, attribution theory and social learning theory among others are relevant in soft skills assessment and this seems to be a useful approach since both theories are concerned with social dimensions to learning, social inputs and social outputs. These theories are briefly discussed in the next subsections and considered in turn as auxiliaries to the adapted model for the study frame.

a.   Role theory

Role theory is deemed fit for the present study since it is a social science theory that is concerned about how people (individuals) behave in a group or society that they live. In other words, the theory is concerned with behaviour of individuals within a context (Biddle, 1986). The theory is centred on the fact that people are normally conditioned to play roles that contribute to maintaining a stable society. The conditioning occurs in a social context or system, for example by observing individual's in society or through the individual undergoing a planned curriculum where instructors or role models inculcate in them how to behave (Miles, 2012). Biddle (1986) an authority on role theory highlights that role theory examines two fundamental issues, the first is related to the contextual or situational behaviour of individuals and the second has to do with process that led to those behaviours. In his review of role theory, Miles (2012) shows that role theory has five basic propositions namely, patterned behaviours are performed by individuals within a context, roles are played by people that share common identity an example the teacher, people who have

common identity have common expectations, roles persist over time because they are often embedded in larger social systems, and for people to succeed when playing their roles they must first be taught those roles.

In a nutshell, role theory was chosen for this study because using role theory one would be able to assess pre-service teacher soft skills and investigate its impact on their perception of teaching performances. Since role theory examines the processes through which people are conditioned to play roles, behaviours that are characteristic of all people who play the same role, and explores the processes that produce, explain, and predict role behaviours.

b.   **Attribution theory**

Attribution theory is a theory that describes social dimensions of behaviour. It deals with internal and external causalities, that is causes that emanates from the individual self and causes that are outside the persons control. Miles (2012, p. 57) posits that the attribution theory attempts to give a better understanding on the ways people perceived causes for their past successes or failures as contributing to their current successful or unsuccessful performance. As mentioned by Eberely, Holley, Johnson and Mitchell (2017) the focus of attribute theory is to create an understanding on how people's attributions can be assessed. The aim of this study was to assess pre-service teacher soft skills and its benefits; therefore, attribution theory was chosen since it mirrors how people explain things.

c.   **Social learning theory**

Social learning theory is another theory that is related to behavioural change, this theory is based on the idea that people learn from interaction with others (experiences

others) in a social context such as a school. Since 1965, Albert Bandura an authority in social learning theory highlights that people learn through observation or imitation or modelling of others behaviour which results in change in behaviour. Although later in 2006, Bandura posits that it is not necessary the case that learning through this process typically results in change in behaviour. Despite its shortcoming, this theory has been widely applied to educational studies especial soft skills studies (Rao, 2018).

Social learning theory has many applications in the field of education. The main advantage with this theory is that social learning theory helps individuals to understand how people learn in social context (schools). Vygotsky, as cited in Rao (2018) explained that social learning could be through interaction and communication with others. What we know about learning is that it involves interactions. It occurs through the interaction of learners with peers, environment and most importantly with teachers and learning materials in a formal setting. It has been suggested (Melser, 2019) that teachers can create a suitable learning environment that can encourage learners to interact well with them through discussion, collaboration, feedback and soon in order to model soft skills in pre-service teachers. Instructions that support social learning includes but not limited to the following: students work together on a task; instructors choosing meaningful and challenging task for students to work; instructors adopting lecture approach to teaching and the teacher playing the important role of a facilitator (Vygotsky cited in Brunner 1997). This theory is relevant to this work for the very fact that learning which lead to knowledge involves interaction between students and teacher educators.

1.12.1 Conceptual Framework.

The present study was anchored on the theoretical framework of core competences development at universities that explains that teacher education is a criterion for preservice teachers acquisition of soft skills for effective teaching performance success. In his article, Burns (2018, p. 43) underlines that soft skills in teaching specifically "respect results in better outcomes". According to him, soft skills are commonalities that exist in all individuals and professionals. Therefore, teacher education and teacher educators can enhance the skills in preservice teachers by including them in the curriculum.

Developing the "soft skills conceptual framework", this study relied on theories, models, previous related research and logical considerations as appropriate tools for building hypotheses about potential links between constructs. A variation of Kirkpatrick evaluation model was used. The framework shows all the variables: independent, intervening, mediating, moderating and dependent variables.

The study was designed specifically to assessed soft skills developed by preservice teachers in universities in north-central Nigeria. This soft skill consists of five predictors (commitment to duty, teamwork/collaboration skills, communication skills, creativity/innovation skills and lifelong/adaptation skills). It is evident that the major variables that relates to teaching performance success identified in this study are similar to one or more of the factors identified in (Melser, 2019; Good & Lavigne, 2018; Stronge, 2018; Lamb, Maire & Doecke, 2017; Ryan, 2016; Barton & Avery, 2016; Darling-Hammond, 2016; Lamb et al., 2015; Mankilik & Mang, 2015; Hattie, 2015; Sarbeng, 2013; Binkley et al., 2012; Kechagias, 2011).

Hattie (2015) showed that various skills clusters that constituted what is referred to as soft skills have different extent of effect on students' academic achievement, from his meta-analyses of studies demonstrating correlations between individual skills and academic achievements, success at school and work. The report revealed that creativity or critical thinking, communication strategies, perseverance or lifelong learning, collaboration or teamwork had modest effect sizes 0.35, 0.43, 0.44, 0.53 respectively on academic achievements and work success while commitment had high effect size 0.63 on achievement and workplace success. But research on the estimation of their combined effect to academic and work success is limited if not lacking particularly in the study area.

The conceptual framework was constructed using Kirkpatrick's training evaluation model and the core soft skills identified by Nigerian national policy on education (FRN 2013). Rao (2019, p. 221) suggest that "matching the objectives of the soft skills training with the feedback received from the participants can help measure soft skills effectively". Figure 1.1 gives an illustration of the conceptual framework.

The justifications for using a variation of Kirkpatrick model is that the model is in line with procedures for evaluation of educational activities and previous studies have established the validity of using Kirkpatrick model (Ulum, 2015; Gill & Sharma, 2013; Bates and Coyne, 2005; Naugle et al., 2000; Pa-alisbo, 2017 Lamb et al., 2017).
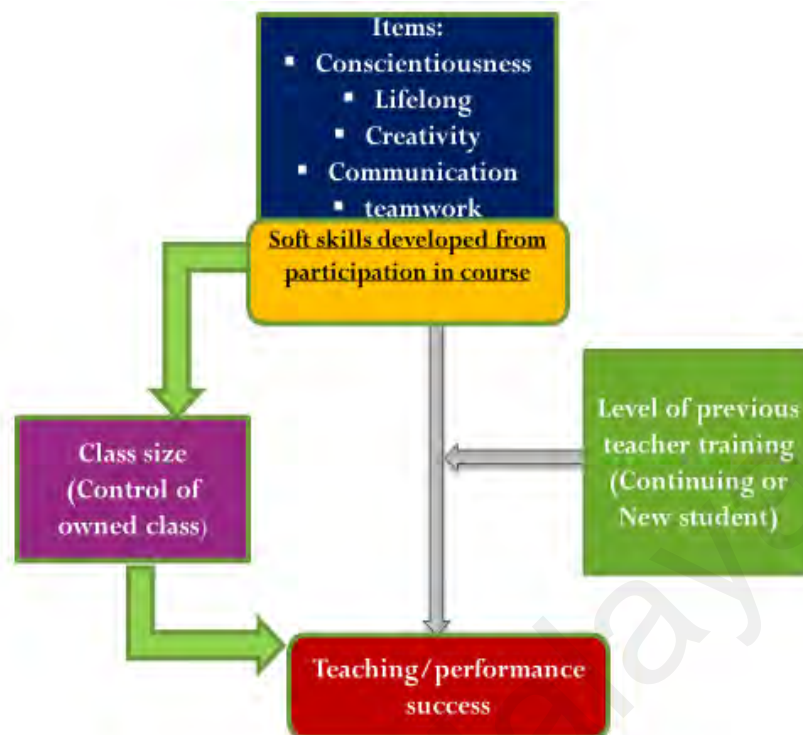
Figure 1.1 Conceptual Framework

Perceived teacher's performance success construct is dependent on preservice teachers' soft skills gained, as explained from literature, soft skills development is derived from training. Literature identified the following as the key predictors that are vital for the estimation of combine soft skills development. These are communication skills, consciousness/commitment to duty skills, creativity/innovation skills, lifelong learning, ethics/professional skills and teamwork/collaboration skills.

In the conceptual framework, the mediating variable is class control which has to do with quality and quantity of instructions, this is been referred to as engagements (Lamb et al., 2015), or transfer of training climate (Tracey et al, 1995). While the moderating variable is the undergraduate's previous level of exposure (novice

preservice teachers or experienced preservice teachers) also called continuous learning (Tracey et al., 1995; Chan, Lo, Ng, Cheung & Kiang, 2019).

1.12.2 Illustrating link between models

The question of whether teachers are fully ready to satisfy the demand of schools in the 21ˢᵗ century classrooms has always been reacted to differently by stakeholders. This raises concern about a possible gap between the skills inculcated in teachers and the requirements for teaching successes in their various schools and classrooms (States et al., 2018; Jackson, 2012). Previous research suggests that stakeholders in education expressed concerns over the soft skills of teacher training graduates, undergraduates, and even to the student-teachers dedication to their responsibility (Ikupa et al., 2019). The present study assessed preservice teachers' soft skills in order to investigate how their soft skills developed as a result of participating in teacher education program relates to their control of owned classes and ultimate teaching performance success.

It is indicated that using soft skills in workplace is linked to job success. Like so many other experts, Thomas et al. (2011) found a positive but small effect of employees' innovativeness on overall job performance success, Thomas and Sackett (2012) found a linked between interpersonal skills (soft skills) to internship performance in preservice medical doctors. Collectively, these findings suggest that preservice graduates with substantial level of soft skills gained from participating in training programs may be perceived as strong candidates at job performance. Thus, research suggest a relationship between soft skills and teaching success that merits further investigation.

Teachers are professionals whose technical expertise and pedagogies treatment needs to be blended to bring about success in teaching. Therefore, in teacher training, preservice teachers are exposed to diverse area that could adequately prepare them for

successful teaching (Shulman, 1986). However, recent studies expressed that teachers need the kind of competence that can enable them have confidence when carrying out their professional responsibilities (States et al., 2018; Lamb et al., 2017; Robles, 2012).

As a result, soft skills development is valued in teacher education programs in universities. From previous discussions, Nigeria education policy expects all teacher education training institutions (Universities) implement training programs that are consistent with the nations mission and vision for teacher education, including learning outcomes. The teacher education learning outcomes included technical skills and skills for effective communication, commitment to duty, collaboration adaptably skills and the likes. In other words, preservice teachers are expected to be qualified and registered as teachers having completed several course units on hard skills (subject matter knowledge and pedagogy) along with soft skills (creativity/innovative thinking, resilient skills, communication skills, teamwork skills and skills for conscious behaviour) (FRN, 2013).

Development of the study model was done taking advantage of Kirkpatrick evaluation model, the expanded model for the study bears a close resemblance to Kirkpatrick's model. It is assumed that the conceptual model fits within the training evaluation theory developed by Donald Kirkpatrick 1958, as shown in figure 1.1. Participation in "curriculum instruction" course where creativity/innovative skills, teamwork skills, lifelong skills, communication skills and commitment to duty skills are inculcated to students falls under the reaction level. Soft skills global falls under learning because knowledge of conscious behaviour, communication skills, resilient skills, collaboration skills and creativity/innovative skills improves overall soft skills (States et al., 2018; Lamb et al., 2015). Control of owned classes/class size falls under transfer/behaviour because personality competence improves control over situations

(Manninen et al. 2014) and confidence (Bandura, 1986). Finally, teaching performance success falls under results. The only variable which is not captured well under Kirkpatrick theory is previous teacher training.

Previous teacher training is categories as a moderator because it is known that preservice teachers pursuing bachelor's degree in education at the university joined at different levels (100 level and 200 level). Those that join at 100 level (novice preservice teachers) had had no connection with teaching related soft skills while those who joined at 200 level (experienced preservice teacher) had had some forms of contact with teaching related soft skills during their pre-degree programs (NCE) (Byrne & Guy, 2012). Further details on the way this conceptual model evolved can be found in chapter two.
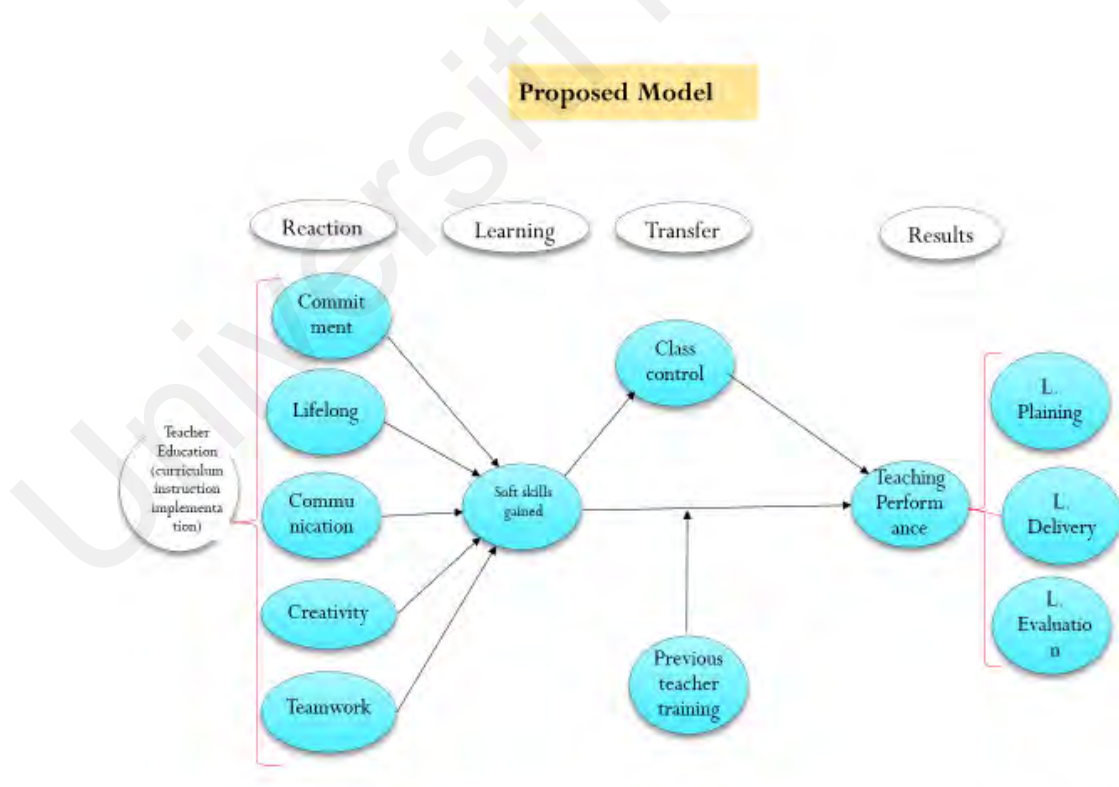
Figure 1.2 Link between Kirkpatrick model and Proposed model.

Kirkpatrick contend that to conduct evaluation of training extensively using the lens of this theory, it is important to conduct an evaluation involving all the four levels to determine what areas need to be improved (Kirkpatrick & Kirkpatrick, 2012). The present study leverages on the assumptions suggested by Kirkpatrick (1998, p. 58) which suggest that "linear causality exist between the four levels". Though research has largely failed to support this assumption (Bates, 2004).

The linear relations between levels in Kirkpatrick model has been debated, some researchers claim that linear relationship exist between levels starting from level one through to level four while others argue that there is no linear relation between these levels. Alliger and Janak (1989) also Santos and Stuart, (2003) has noted consistency with Kirkpatrick's claim, showing that some studies support the assumptions of linear causality between the four levels.

Therefore, the study assumed that positive reaction from learning experiences of the course (level 1) would guarantee degree of learning, that is skills gained as a result of training activity (level 2). If preservice teachers learn, it would lead to change in their behavior (level 3) which is the effect of training on the activities of learners in the workplace and finally when demonstrated change in behavior occurs, results can be expected (level 4) this is the changes in performance. Drawing from the teacher education and soft skills literature, this study extended Kirkpatrick model by including previous teacher training group (experienced preservice teacher group or novice preservice teacher group) student that appeared in (Pa-alisbo, 2017; Byrne & Guy, 2012). The study equally extent the model by hypothesizing a linear direct relationship between level two and level four of the theory.

1.13   Operational definition of terms.

University: A university in this context refers to a bachelor's in education degree awarding institution.

Teacher education. In this study it refers to training provided to preservice teachers to qualify for a degree in education before they have undertaken any teaching. Ryan (2016), said that during this period teaching practice goes side by side while they are getting knowledge about technical competence and other transversal skills. So, it is the action of teaching a skill or type of behavior to a preservice teacher.

Pedagogical knowledge: This is one of the knowledge bases of teaching, it's a special amalgam of content and pedagogy that is unique to the province of teachers. So, it is a general instructional design applied to a teaching/learning unit (e.g. a lesson or a course module). Shulman (1986) defines it as the professional knowledge of teaching.

Class size (Work environment): Work environment will be used as defined by Tracey, et al. (1995), this refers to those situations and consequences which either inhibits or help to facilitate the efficient use of skills that have been learned into the situation order to be successful. This has to do with why behavior gets started, how its energies, sustained, directed and stopped as well as what kind of subjective reaction is presented in the person when all this is going on (Kanchier & Unruh, 2012). Class size can encompass many aspects but the key aspects in focus in this study is instructional aspects which refers to control of own class instruction with respect to the quality and quantity of the instruction in diverse class size.

Teaching performance: The practice of effective teaching can hardly be seen in Nigerian classroom. In this study, Teaching performance involve exhibiting soft skills in lesson planning, presenting information to students, and evaluating lessons. States

et al (2018) believes schools look for teachers that are smart about the curriculum and have the torch to help students acquire the knowledge they need.

Experienced preservice teachers: Experienced preservice teachers in this study refers to the students having previous teaching experiences before enrolling in the undergraduate programme. They are those that enrol as direct entry students into 200 level.

Novice preservice teachers: Novice preservice teacher in this study refers to the students without previous teaching experiences before enrolling in the undergraduate B.Ed degree programme. This group of students enrol for their degree programme from 100 level, having passed entrants examination (Joint Admission and Matriculation Examination JAMB).

Soft skills: In the literature there seems to be no general definition of the term soft skills. The term has been used recently by Melser (2019, p. 1) to refer to "attributes that people have which enable them to communicate, work together and get along with others. They are also key components of securing and keeping a job, such as been organized and having good work ethic". About one decade ago, Klaus refers to it as "The nontechnical traits and behaviours needed for successful career navigation" (Klaus, 2010, p. 1). Klaus (2010) further suggested that soft skills include "personal, social, communication, and self-management behaviours" (p. 2). In addition to communication and social skills, Fogle (2011) cited "teaming skills" as a type of soft skill (p. 80). Additionally, Fogle (2011) classified "work ethic, critical thinking, and problem solving" skills as soft skills (p. 2). The present study considers soft skills as intra and interpersonal competence that encompasses commitment to duty skills, communication skills, creativity/innovation, lifelong skills (adaptability), and

teamwork/collaboration skills. Throughout this study the term is used interchangeable though not frequent with (21st century skill, personal transversal competence, intra/interpersonal skill, affective skill) or 'curriculum instruction' in accordance with the practice where this study was conducted. Since these soft skills are often taught to undergraduates (preservice teachers) in Nigerian universities as general education course during teacher preparation.

Conscientiousness: Conscientiousness according to Lamb, et al. (2017) refers to self-discipline, it is characterised by perseverance behaviour in carrying out task that requires observance of ethics. It is a multifaceted skill which includes time management, perseverance, ethics, commitment, industriousness, enthusiasm, meticulous and leadership/management (Costantini & Perugini, 2016; Rikoon et al., 2016; Kechagias, 2011).

Communication skills*: "Verbal, written, listening and body language skills that encourage effective interaction with a variety of individuals and groups to facilitate the gathering, integrating, and conveying of information"* (Arensdorf, 2009, p. 13).

Creativity: Creativity in this study encompasses critical thinking, innovations and decision making.

1.14 Summary

Chapter one set the ball rolling by discussing the essentials that could give information towards an understanding of the problem for study. This information provided evidences that call for the study and the purpose for which the study was set to achieve was identified.

The world changes drastically to the point that some may start to imagine jobs without people and people without jobs. Bridging this gap introduces an issue regarding the sustainability of the skills of teachers. Experts suggest that soft skills define the sustainability of teachers' skills (Melser, 2019), with many showing that most graduate teachers are not sufficiently trained to cope with the demands of their profession (Davis, 2018; Good & Lavigne, 2018; Heris, 2017). Specifically, Ihtiyaroglu (2018) found that preservice teachers are not satisfied with the professional teaching skills they gained during their education. Meanwhile, Wu et al. (2019) revealed that the characteristics of teachers have significant direct effects on the reading comprehension of their students. Those skills that are gained by one's participation in training programmes are evaluated by considering how learners (pre-service teachers) put their skills into use (Kirkpatrick, 1998). Therefore, job performance is a function of the formal training and work environment of teachers because value needs to be created before it is demonstrated.

Most studies on soft skills have examined such topic in the formal training context (Aworanti, Taiwo & Iluobe, 2015; Bailey, 2014; Idrus, Dahan & Abdullah, 2014; Kechagias, 2011; Klaus, 2010) and from the individual/dimensional soft skill perspective (Hattie, 2015; Kautz, Heckman, Diris, Ter Weel & Borghans, 2014; Lamb, Maire & Doecke, 2017). Studying the influence of soft skills on job performance in consideration of one's work environment can help holistically examine the

effectiveness of training. Kirkpatrick (2011) explained that positive learner engagement can increase the degree of learning, change the behaviour of trainees and eventually increase their productivity. Therefore, this study aims to develop and validate an instrument for assessing the soft skills gained by pre-service teachers and their effects on their teaching performance.

After studying the objectives in previous studies, six objectives were carefully identified, these objectives translated into the six research questions. While trying to consolidate the relationship that exist between variables in the proposed model, twelve hypotheses were carefully postulated. To justify the study, reasonable number of significances were highlighted. The conceptual framework was introduced in this chapter. Terms that are related to the study were clarified through the operational definition of terms.

To put this study in the right perspective, the next chapter reviewed relevant as well as related literature. The next chapter reviewed teacher training in Nigeria, soft skills, theoretical frameworks, and empirical researches in soft skills learning as they apply to this study. Then chapter three identified the required methods and procedures. Chapter four presented results and finally the fifth chapter presented discussions, summary, conclusion and recommendations.

CHAPTER 2:

LITERATURE REVIEW

2.1 Introduction

To get a better understanding of the study, this chapter begins by review of related literature. The sections also confirm that the study was never carried out in isolation of established authorities and the work of others aimed to give directions and clarifications on the research questions thereby keeping them in perspective. As sir Isaac Newton would say, this made this study stood on the shoulders of giants to see far. The review covers the following areas; University education in Nigeria, senior secondary education in Nigeria, teacher education curriculum, basic areas of teacher preparation, Others are; teacher job performance, school environment, motivation for confidence behavior and models of curriculum evaluation. The review ends with empirical studies related to teachers' soft skills indices and finally a summary of the review.

2.2 Teacher education in Nigeria

The mission of teacher-education in Nigeria as in other nations stems from the nation's philosophical goals. The cardinal objective of designing teacher preparation programs is centrally to equip preservice teachers with the knowledge and skills appropriate for their daily responsibilities (FRN, 2013). This statement clearly indicates teacher training programs have a duty of inculcating in preservice teachers' technical expertise as well as intra and interpersonal competence (soft skills) for their teaching. This withstanding, Raul, Alicia, Rayco and Alba (2019) reported that in Spain teachers (physical education) reported that the skills gained from their teacher education was insufficient to enable them coup with different set of students in their classroom. This is quite unfortunate since it negates the focus of sustainable development four (SDG-

4) which is to ensure that all students have the benefit of learning under qualified, professionally trained and well supported teachers who can ensure that the students get a better understanding of the contemporary society.

Education play a substantial role in the development of every nation, it is a process of imparting knowledge, character, virtues etc. to students or learners. Teacher training is a process of building in would be teachers the knowledge and skills that will enable them to be effective in doing their assigned responsibility. Literatures explained that the effectiveness of an educational system depends on the educational attainment of its teachers. Since 2006, Oyeka (2006) in his book "*foundations of teacher education*" asserts that preparation of teacher requires enough time for the teachers to have sound professional knowledge and skills. This will make them be more productive.

Realizing the importance of teachers, the 2013 revised edition (6th edition) of national policy on education stressed that the objectives of teacher education at the university level are:

> "To produce highly motivated conscientious and efficient classroom teacher for all levels of our educational system; To encourage further the spirit of enquiry and creativity in teachers; To help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals; To provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations; and To enhance teachers commitment to the teaching profession" (FRN, 2013, p. 28).

As a measure towards realizing these policy objectives, the policy stressed that teacher training institutions should breast up in other to produce effective teachers that would be professionally sound while performing their duties. Timely interventions in soft skills can play essential role in students' hard skills for "skills beget skills"

(Cinque, 2015). This shows how soft skills are important in enhancing learning as well as in smooth transition to labour market.

The policy prescribed that teacher education be handled at tertiary education level to guarantee quality of the teachers that will be eventually produced or to ensure the quality of the nation's education system is not been compromised. The mandate of training preservice teachers is vested on faculties of education in universities and colleges of education. Back (2012) and author of "*ways of learning to teach*" notes that whereas teacher education programs are situated mostly in universities and colleges, what comes out from this site of training is what is important and not the mere change of sites.

National commission for colleges of education (N.C.C.E) supervises and regulates all the activities of colleges of education in the country. The main responsibility of these colleges of education is to train NCE teachers whose responsibility is to provide the manpower for teaching at the elementary, primary and the lower basic level of education. Universities are under the regulation of national universities commission; their main responsibility is to train preservice teachers for the post basic or senior secondary education level as well as those for the tertiary education system. But then, in the literature there are examples indicating that teacher training institutions are not living up to expectations in pre-service teacher education. For instance, Daksun (2012, p. 26) argued that institutions 'produces have baked graduates who are not competent'. Recently Barnes et al. (2019) found that in colleges of education in Nigeria, even the teacher educator themselves have deficiency in teaching especially teaching of reading skills.

2.2.1   Teacher preparation models in Nigerian Universities

Excellent workforce is indeed a critical asset in every discipline, to realize such, government formulate policy on teacher education. The policy focuses on teaching subject matter, pedagogy strategy and general skills (psychology, philosophy and curriculum instruction) to give preservice teachers the needed skills to succeed in teaching in their respective classrooms. Inculcating the expected skills in preservice teachers became a matter of priority for teacher training institutions (universities). States et al., (2018) also Lamb et al., (2017) explained the possession of soft skills, or its lack is a major challenge in teaching, to corroborate this position, many school principals/administrators expressed dissatisfaction with their newly employed teachers' soft skills.

The philosophical objectives of university training in Nigeria are not too different from what is obtainable elsewhere. However, Adeoti, (2015, p. 118) state that "university education in Nigeria is offered to organize higher education towards meeting society's basic high-level manpower needs in various fields of human endeavor". He further said that "the development of such manpower needs has been accepted as a basic precondition to economic development". The education of people at the university level is meant to produces personals that can contribute meaningfully to national development. Hence the universities run diverse programs capable of producing the manpower need of every sector. Several studies (Elliott, 2018; Covitt, Gunckel, Caplan, & Syswerda, 2018; Sheridan, Williams, Sandberg, & Vuorinen, 2011) have been carried out on role of training on teachers', the studies suggested that a conceivable measure of training is to establish the extent to which it can accomplish its central education task, these studies suggest that teachers must be adequately trained in variety of skills.

As practice in any other university in the world, universities in Nigeria are established to produce manpower that would contribute towards driving forward the economy, provide admission opportunities for candidates within its catchment area and conduct researches to proffer solution to societal problems (Nweke & Nwoye, 2016). Each institution has a key role of developing and bringing change within its geopolitical zone and beyond (NUC, web site, 1).

In all the Nigerian universities, professional courses are taking by faculties and institutes to train the desired manpower as component for adequate preparation towards meeting up with the professional demands. Teachers have different discipline to develop expertise on, therefore it is important for them to have the right experience. At each university, faculty of education train preservice teachers in the aspects of pedagogy and other relevant specialties including curriculum and instruction while the students take their content area knowledge at the various servicing faculties as required by their curriculum to provide them with enough skills for teaching in senior secondary education level.

In keeping with the aims of tertiary education particularly training of teachers at University level, every faculty is actively involved in teaching to produce high caliber of teachers for the nation such that as employers look for teachers, they immediately look for such graduates. Believing that the teachers have the wherewithal to fit into any classroom situation, since they had been well schooled professionally.

Teachers training in education faculty requires preservice teachers to spend four years before they qualify to obtaining a bachelor's degree in their field of specialization. Their curriculum is design in a manner that it would prepare the teachers to walk into the classroom prepared for almost anything, they will be

knowledgeable in subject matter area, knowledgeable in variety of strategies of teaching methods, and equip with soft skills to tackle any challenges that could arise while discharging their duty. It is important to note that soft skills are very useful to teachers because of their transversal nature.

Prior studies with focus on teacher education reported that the extent of teachers training is still in doubt for many reasons. First, they highlight that teacher education has not been so innovative to produces skillful teachers who can have the blend of content with teaching methods. Secondly, outdated instructional material and instructional strategies are still largely used while training teachers. Third, funding of the programme is not adequate and finally the quality of the programme is still been determined largely by those who are training the teachers (Okolo, 2013; Eduwen, 2016).

The model that is adopted in training preservice teacher also has tremendous effect on the competence of teachers. Previous studies have indicated that the world's top performing school system come out on top because of the policy or strategy such school systems adopt. In their world bank report on "systems approach to better education", Ganmian, Goldstein, Jaimovich, Loeb, Paglayan, Romaguera, Trembley and Vegas (2013) showed that one of the strategies for improving teacher effectiveness and education outcomes is through admitting brilliant candidates into teaching professions. According to them, this would help in developing this people into effective instructors and tackling student's failure quickly by assigning students to outstanding teachers.

Besides admitting the best candidates into teaching profession, it's important to note that the problems of learning to teach are multidimensional. When Darling-

Hammond undertook a study on 3000 teachers in New York the study found that that about 60% of the surveyed teachers felt they were underprepared for the real challenges they faced in the actual teaching exercise. The feeling of preparedness by those that even expressed that they were adequately prepared for their task varied among graduates of different institutions and programmes Darling-Hammond (2006). This indicates that they kind of teacher education given to preservice teachers matters so much.

Lacker and Powell (2011) explained that any training organize must consider training content to be transferred because soft skill training is likely to be significantly transfer to job than hard skills for subsequent transfer of technical skills (hard skills) at workplace usually requires proficiency in soft skills. Unfortunately, data drawn from Hart research association ([HRA], 2010) have indicated that teachers do not felt prepared for behavior issues during their teacher preparation programs.

Teacher training programmes are done in faculties of education across the whole universities in Nigeria as earlier said with a goal to produce teachers that are equipped with pedagogic, content-based knowledge including soft skills. These teachers are basically trained by experts in their various disciplines who have had vast scholarly knowledge from both research and experience (Erkan & Ekrem, 2018).

What is known about teacher preparation in Nigeria, besides acquiring an education degree, the graduates are further certificated by teachers' registration council of Nigeria (Teachers registration council of Nigeria [TRCN], 2018), as licenced teachers to enter the classroom to teach. Before their certification, the graduates normally go through rigours of test and examinations conducted by TRCN to further guarantee their teacher training (TRCN, 2018).

The solutions to some of these problems is that institutions should think of the possible model to adopt in training preservice teacher's, so they are ready to enter teaching armed with hard skills and soft skills to enabling them serve diverse students well and learn continuously from their practices, this is a concern of the present study. Hattie (2015) explained that the aim of university education is not just about becoming knowledgeable and problem solvers, it is also about enhancement of once reputation and identity.

With the recent push for developing soft skills, emphasis is placed on teaching soft skills (such as commitment, working with others, communication skills, creativity, critical thinking and lifelong learning) to undergraduate preservice teachers. Experiences shows students are very much in tune with what their teachers' value than any other. Hence a very good place to teach soft skills by teacher educators. A meta-analysis conducted by Tomcho and foels (2008) in relation to teaching activities at the universities revealed that the lecturer's effectiveness in teaching has large effect on their students subject matter knowledge, medium effect on the students attitudes, medium effect on the student skills and medium effect on the students grades outcome.

The national policy specify that teacher educators are in the write position to inculcate the expected soft skills in preservice teachers. This can be achieved through couching students in the expected soft skills, assessing students' soft skills in relation to the standards and through exhibiting exemplary examples in their day to day classroom practice.

2.2.2 Approaches to inculcating soft skills

Dimitrova (2018) also Cinque (2016) authorities in teaching, reveals that the priority attached to teaching soft skills varies between countries. Although a few

countries considered it compulsory, others offered it as an extracurricular activity. In his review of documents on soft skills, Fernando (2016) proposed the need for higher institutions to implement soft skills through a curriculum that prepares students for active participation in the workplace since employers need workers that are proactive and adaptive that can take responsibility for every action.

Getting to create the right soft skills in teachers can be problematic. Recently, Burns (2018) argues technical skills seems to be easy to model in teachers than soft skills, he posits that

"graduates come with specific skills-sets but the soft skills that fit them for the workplace, enable them to work with others, including difficult others, in complex and varied situations, are much harder to find, harder to create and make hiring even aspiring and ambitious young graduates, problematic for their contribution to the organisation employing them" (Burns, 2018, p. 43-44).

In Nigerian universities, the relevance attached to teaching soft skills also varies between faculties. Although some faculties considered soft skill courses as mandatory, others offered it as a non-credit unit course. For instance, the faculty of education considered it a compulsory full-semester credit-earning course. This has complied with one of the methods of teaching soft skills found in Cimatti (2016). In Cimatti (2016), the 'Tuning' project recommends that soft skills can be best taught at the university level using the following alternative methods:

"1) Integrating soft skills in different degree subjects, 2) conducting weekend seminars and workshops aimed at teaching different soft skills, 3) devoting two weeks at the beginning of each semester to train soft skills, 4) setting up different subjects for each soft skill and integrating them in programmes with different teachers who are only dedicated to the teaching of soft skills and 5) dedicating a full semester in the degree to train some specific soft skills" (Cimatti, 2016, p. 104).

In his overview of soft skills, Anthony (2014) advocate for 'integrating soft skills in teaching without sacrificing content' to proffer solution to classroom problems. The

question of whether teachers are fully ready to satisfy the demand of schools in 21st century classrooms has always been reacted to differently by different stakeholders. This raises concern about a possible gap between the skills inculcated in teachers as the requirements for teaching success in their various schools and classes (States et al., 2018; Jackson, 2013). Previous research suggests that stakeholders in education expressed concerns over the soft skills of teacher education, graduates and students as well as concerns over student–teacher commitment to the teaching profession (Ikupa et al., 2019). The present study assessed preservice teacher soft skill in order to investigate how their soft skills developed as a result of their participation in a teacher education programme related to class control and ultimate teaching performance success.

Undoubtedly, soft skill development is valued in teacher education programmes in universities in Nigeria. The Nigerian national policy on education stipulates that all teacher education training institutions implement training programmes that are consistent with the nation's mission and vision for teacher education, including learning outcomes. The mission of teacher education in Nigeria as in other nations stems from the nation's philosophical goals. The purpose of teacher education is to 'provide teachers with the intellectual and professional background for their assignment' (FGN, 2013). This statement clearly indicates that teacher training programmes have a duty of transmitting hard skills and soft skills to preservice teacher.

In order to acquire soft skills, the support of more experienced people, known as teacher educators, who have already achieved professional results is fundamental in making experts' seminars, coaching and tutoring effective tools to teach soft skills. Mentors, who can personally support and take care of individual growth and learning,

are considered particularly powerful in the process of development of transversal competences of their pupils (Good & Lavigne 2018). Teacher educator provide support to students to pass an exam and can help students better understand their attitudes, develop their skills and then find their ways in their professional life. In Cimatta's (2016) article on soft skills, it was suggested that the support of experienced experts in soft skills is required in teaching soft skills to students, and such support can be given in the form of seminars, coaching, learning games and tutorials. He further suggested that teacher educator can help other teacher educator to better understand their attitudes and develop skills for professional life. The teacher education learning outcomes included soft skills that teacher students had to complete several course units on soft skills (creativity/innovative thinking, resiliency, communication skills, teamwork skills and skills for conscious behaviour) (FGN, 2013).

In Nigeria, teacher education programs at the university level is designed such that students been thought by professors and other teacher educators in classroom settings along with 12 weeks of practicum split into 6 weeks each for two sessions. This model has been widely criticized; recent studies suggests that experts proposed a radical departure from it to a clinical model-based approach where practicum is emphasized over the traditional approach.

Research on the approaches to teaching preservice teachers has identified several approaches that can increase the likelihood that skills for teaching can be mastered in teacher preparation settings. Among these are lecturing, coaching, field experience and microteaching.

Lecturing is a very traditional method, this strategy has been in use since time immemorial by instructors to communicate lesson to students, it is the most form of

teaching in preparing teachers. According to Friesen (2011, p. 100) the method is advantageous because "It is efficient and flexible, it gives instructors greater control of the material to be presented to students, and it offers easy methods—tests and papers—to assess mastery of the material". The main disadvantage of this approach is that students are just passive listeners. Research suggest that responding to questions frequently has large effect on students learning (Heward, 2008).

When teachers are properly trained, experts say new knowledge can easily be transferred to classroom. This makes researching on preparing teachers very important. Prior research on this subject matter has suggest that coaching is the best way to training teachers, coaching is an approach to teaching involving a mentor and a mentee using collaborative efforts to solve classroom problem. Since 2002, Joyce and Showers (2002) has studied methods for training teachers by examining four different approaches, viz lecture method, demonstration method, practice and coaching. When lecture method was used in preparing teachers, the teaching method had no effect on the trainee's ability to utilize the acquired skill in teaching, same results were found for demonstration method and practice method. But when coaching was finally included, this changed the narratives because it had a positive effect on the way the newly acquired skills were use in the classroom. In sum, the study shows that teacher preparation programs need to balance the approaches to preparing teachers by placing emphasize on practicum (student teaching, microteaching) to avail preservice teachers and new graduate more practical skills to succeed in the workplace. Moreover, field experiences are helpful in making the acquired skills concrete and helpful in improving academic achievement (Hattie, 2015).

The choice of any instructional strategy has its effect on either the quantity and or quality of instruction. In Nigeria, Adeyemi reported on the teacher choice of instruction strategy and concluded that "the level of performance in any school is intimately related to the quality of its teachers while the quality of any school system is a function of the aggregate quality of teachers who operate it" (Adeyemi, 2008, p. 202). Furthermore, he explained that inexperience teachers who fumble as they teach tends to frustrate and discourage and scare students away. For this reason, we can make deductions that teaching, or learning would not happen when the appropriate method of teaching a concept or topic is not applied.

2.2.3 Challenges facing university teacher education in Nigeria

Despite series of educational restructuring in Nigeria, researches explained that teacher education is still been bedeviled with numerous challenges. Ogunyinka, Okeke and Adedoyin (2015) identified the challenges to education of teacher in Nigeria are poor policy implementation, poor renumeration for teachers that is responsible for low interest in teacher training by applicants, poor quality of intending candidate's enrolment for teacher education. Perhaps, selecting teacher candidates who score high on test of general ability would produce a more effective teaching force. In addition, since 1994, Ehrenberg and Brewer (1994) empirically show that the college or university a teacher attended in their undergraduate has moderate effect on their students' academic achievement.

Other challenges are inadequate implementation of the planned curriculum for teacher education; inadequate teaching practices that can influences the preservice teachers' knowledge, skills and attitude; inadequate time for exposure of preservice teachers into teaching observation and practicum, and isolation of teaching content

knowledge to preservice teachers from faculty of education contributes to the difficulties associated with teacher-education.

Funding requirements for teacher-education programs are also some of the huge challenges to teacher education. The low level of funding received from government to execute the education of preservice teachers and some of the leakages that happen on the way to the mega allocation makes matters worse for smooth implementation of the teacher-education program (Ogunyinka, Okeke & Adedoyin 2015). For instance, government reimburse higher ratios for programs in other profession within the same institution than does for programs in teacher education. An example is the provision of incentives for lecturers and students participating in students industrial work experience scheme (SIWES) and neglecting lectures and students from teacher education programs participating in teaching practicum, both of whom are staff and students of the same institution running similar bachelor's degree programs. Such practices contribute in widening the gap of challenges bedeviling teacher education programs.

In the literature, some authority's asset that "becoming a good teacher involves acquisition of knowledge, skills and dispositions that are brought to fruition in the actual practices of teaching in a context" (Good & Lavigne, 2018, p. 593). Unfortunately, some prior research has suggested that new teachers are particularly unprepared for dealing with behavior problems in the classroom because preservice program did little to prepare their skills for realities of classrooms. Despite Bryan (2012) findings revealing that substantial soft skills among new teachers has a strong correlation with classroom management.

Some researchers have addressed the issue of teacher preparation from the novice teacher perspectives, their results showed that novice teachers lack teaching skills. For example, Liston, Whitcon and Borko (2006) as cited in Good and Lavigne (2018) argued that new teachers often have problems when they begin to teach because their teacher education program did not prepare them enough for the task of teaching. It is important to talk about teacher education programs because inadequate implementation of which is likely to prevent some novice teachers from teaching effectively. Critics of teacher education program in Nigeria as elsewhere suggest that preservice teacher preparation programs tend to focus too much on theory. They identified availability of resources to implement teacher preparation program as another challenge inhibiting the progress of teacher preparation. That is teacher education program do not have resources needed for helping novice teachers in ways that match the teaching assignment. Darling-Hammond et al. (2005) argued that most graduate teachers do not have the necessary adaptive skills (which is being called soft skills in the present study) to implement the curriculum for their individual classroom.

This lack of skills often makes some new teachers to quit the profession. It is expected that participating in teacher education should be a guarantee for teacher retention and effective teaching by teachers from the entry stage. For Good and Lavigne (2018, p. 593), "becoming a good teacher involves the acquisition of knowledge, skills and dispositions that are brought to fruition in the actual practice of teaching in a context". These suggests that further work needs to be carried out to establish whether teacher education programs in the study area are adequate.

This study hopes that the outcome would be helpful in solving the challenges of teaching. It has been demonstrated that teacher-preparation institutions need to be

aware of and teach soft skills to pre-service teachers. By introducing and evaluating these skills, they will prepare well-rounded teachers for the future and will arm them with dispositions that will help them communicate, develop professional behaviours, and activate the characteristics needed to effectively teach their students.

2.3 Senior secondary education in Nigeria

Government of Nigeria in 1982 divided the country's education system into the 6-3-3-4 system having 6 years of primary, 3 years of junior secondary, 3 years of senior secondary and 4 years of university education. The country further collapsed the elementary level with the 3-year basic level to give rise to the current 9-3-4 system in the 6th edition in 2013 which is currently in practice. In the current innovation, the 3 years of senior secondary school and 4 years of university education are maintained. The present study is concerned with the senior secondary curriculum that evolve with this restructuring of the curriculum into the 9-3-4 system of education in the 6th edition

With the continuous improvement, government of Nigeria in 2013 restructuring suggested that senior secondary education should be totally devoted to broadening students' knowledge in preparation for their life and future career advancement. According to Adejuyigbe and Adejuyigbe (2016), the curriculum for senior secondary education is divided into various subjects and grouped into sciences, social science, arts, business studies and technology objectively to prepare the individual students for useful living within the society and prepare them for Higher education. Secondary education is widely considered to be important because it can pave way for provision of trained manpower in the applied sciences, humanities, technology and entrepreneur pursuance to achieving the goal of NEEDS. These can be realized through quality

teaching by well-grounded teachers, but prior research has suggested that student's achievement in senior secondary certificate examination SSCE is not encouraging.

Since 2005 there has been a rapid failure in students' academic achievement in SSCE, previous studies suggested that students' achievements had recorded a lot of setback in the study area. For instance, Ahmed et al. (2015) findings revealed that chemistry teachers contributed much in the development of negative attitude of students towards chemistry and that this often culminates into students' poor achievement in the subject.

Eme (2014) also found out that school variable (teacher) has direct impact on students' achievement. The researchers reported that staff expectations regarding responsible behavior and mutual respect were related to higher achievement scores. In sum, the findings from the study by (Eme 2014) showed that school environment variables (teachers) impact strongly on students' achievement in mathematics.

At the heart of teacher soft skills is the relationship that teachers develop with their students. Effect sizes ranging from 0.72 to 0.87 have been reported for the impact of positive teacher-student relations on student achievement from meta-analysis of Learner-Centered Teacher-Student Relationships studies (Cornelius-White, 2007). Enhanced teacher-student relations likewise have improved the classroom climate and reduced disruptive student behaviour, resulting in an effect size of 0.52 (Hattie, 2009)

In 2014, the head of national office of WAEC blamed the teachers for senior secondary student's failure, he asserts that teachers can only deliver their content if the know the subject matter and have the dispositions to deliver their content. He stressed that one cannot vouch for the competence of teachers in Nigeria. This stakeholder in

secondary education reaches the conclusion that "values of the Nigerian society have become distorted, claiming that Nigerian students are victims of the environment they live in" (WAEC, 2015, p. 3). Table 2.1 shows student achievement in senior school certificate examinations (SSCE) in the study area and in Nigeria in general.

Table 2.1

Students' academic achievement in SSCE

S/No	Year	%Pass in Mathematics (in the study area)	Year	%Pass in Five Subjects Including Maths & Eng. (In Nigeria)
1	2005	23.4	2014	31.28
2	2006	24.8	2015	38.68
3	2007	24.6	2016	52.97
4	2008	26.2	2017	59.22
5	2009	27.1	2018	49.98

In 2018, WAEC lamented their candidates' achievement, they concluded thus, "it is safe to say that result is fluctuating and declining" (WAEC, 2018, p. 30). This is an indication that these students have a lack and or an inadequacy in their ability to retain instruction probably due to their teacher's incompetence to deliver the appropriate knowledge and skills. Munir and Khalil as cited in Yan-Li and Hassan (2018) posited that when a teacher does not perform satisfactorily, academic achievement of students as well as the entire school performance would be affected.

The persistent achievement gap of students in schools has been linked to the poverty level of nations (Campbell & Brenton, 2015). No wonder, relative to many other countries, prior research suggested that millions of Nigerians are living in poverty, CNN (2018) revealed that more than 87 million Nigerians are living on less than USD1.90 dollars a day. Besides the CNN findings, world ranking of students'

achievement in mathematics and science conducted by OECD (2015) revealed five Asian countries topping the list and the only two African countries South Africa and Ghana that featured on this list were the two first from the bottom out of the 76 nations that took part in the ranking. Nigeria, a member country of West African Examination Council with Ghana did not qualify to even participate in this ranking. The evidence from these reports suggest that ratings were aimed at making comparison to discover strength and weaknesses to seeing what the future of the country will be. This indeed is a thing of worry and another reason for this study.

2.4   Soft skills

Some researches has examined the concept soft skills but the perception of experts regarding soft skills differ from one profession to the other, a key problem with much of the studies in relation to soft skills is that what is considered soft skill in a given discipline might not be considered as soft skill in the other. Soft skills include the value of a good work ethic and the ability to use appropriate stress-management skills in tough situations. Though they may not be easy to measure, they are important to the success of preservice teachers and the quality of teaching they will eventually provide to students in their classrooms.

Literature reviews indicated there seems to be no general definition of the term soft skills. The term has been used recently by Melser (2019, p. 1) to refer to "attributes that people have which enable them to communicate, work together and get along with others. They are also key components of securing and keeping a job, such as been organized and having good work ethic". About one decade ago, Klaus refers to it as "The nontechnical traits and behaviours needed for successful career navigation" (Klaus, 2010, p. 1). Klaus (2010) further suggested that soft skills include "personal,

social, communication, and self-management behaviours" (p. 2). In addition to communication and social skills, Fogle (2011) cited "teaming skills" as a type of soft skill (p. 80). Additionally, Fogle (2011) classified "work ethic, critical thinking, and problem solving" skills as soft skills (p. 2). Despite the difference in opinion about soft skills, there is agreement that soft skills normally complement hard skills in every ramification. Shekhawat, (2012) posits that soft skills constitute attributes that increases a person's interaction ability, job performance and carrier prospects since they are applicable to any situation.

In teacher education, hard skills referred to the professional (content knowledge) and pedagogy competencies; and soft skills are the social competence and personality e.g. upholding ethics, effective communication, critical thinking, leadership, teamwork, adaptability skills and innovative skills (Hendriana, 2017). Hendriana (2017) explained that "soft skills are skills, abilities, and traits that pertain to personality, attitude and behavior rather than to formal or technical" skills.

Literature explained that in this contemporary time, employers demand for employee teaching skills are changing in favor of soft skills, such employers believe soft skill is widely considered to be the most important employees that possess them adopt to changing situations better, solve problems faster, possess team spirit, give critical feedback, motivate students and other employees and set the pace for others to follow (Melser 2019; Tang 2018; Robles 2010). Expectancy X value theory of motivation explains that soft skills help teachers to accomplish their task smarter not harder. More recent evidence (Burns, 2018) shows that soft skills have dual functions in individuals, they enable learning and they are useful to subsequent implementation of professional technical skills. Expressed in Burns (2018, p. 47), "the duality of the

function of the soft skills is in enabling both learning individually and in organizational/workplace/societal settings".

To further buttress the relevance of soft skills to work place, Salvisberg (2010) reported that beginning from 1980, an increasing share of job advertisement in all sectors contain soft skills requirement, that even when you hear employers seeking for years of experience, from employees, such employers are indirectly asking for the possession of soft skills by applicants. Several studies have found that employees that have soft skills contribute more to organizational productivity than their counterparts (Bailey, 2014; Klaus, 2010). This outcome further strengthens the hypotheses in this study. However, Jackson and Chapman (2012) found that personals that have technical competence have the capacity to contribute more than those with soft skills. These results provide evidence that both skills are very important especially when it pertains to teaching and learning.

Also, Pereira (2013) explained that soft skills are the ground for all other skills because they have interesting contributions for the configuration of meta-competence, build resilience in an economy and its labor force. Since 1986, Schulman (1986) say that teacher education ought to provide formal qualifications and personal skills since teaching job do not only depend on specific content and pedagogy knowledge, but also depends on proactive skills such as ability to relate well with others, ownership of task, communicating lessons, adaptative behavior, critical thinking, time sense, and leadership attributes. Therefore Tang (2018) shows that in other to instill in students the soft skills, institutions should develop curriculum contents suitable for it.

In the literature there seem to be no exhaustive list of soft skills, in this study the examples of soft skills included in the teacher education curriculum were used in

accordance with the practice of teacher preparation programs in Nigeria. Some examples of the soft skills are, manners (politeness, consideration, courtesy) example of when this soft skill is used is saying thank you, holding doors open for others, asking permission to do things; commitment for example arriving for work or meetings on time, leaving at the right time, paying attention to detail, accurate work, working to a high standard, being consistent in attitude, meeting deadlines and standards for work, producing products to target and so on; team working, for example working well together on a task, making best use of your skills and the skills of others, acknowledge the status of others and act accordingly; Adaptability/flexibility for example taking on new challenges, accepting changes to rules and conditions, staying late to finish urgent tasks etc; communication for example asking colleagues to show you how to do something or to help you complete a task on time, using the right tone of voice and words when speaking; creative thinking, example is thinking jobs through, preparation, scheduling, arranging and so on (Kechagias, 2011; FGN, 2013; States, et al., 2018; Robles, 2012).

2.4.1 Importance of soft skills for teachers?

Realizing the critical importance of soft skills Nigeria government infused its content in the curriculum used for teacher training at the university level, since teachers have been identified as key actors in achieving economic development. To begin with, the teacher is the one to nurture the minds of the child for contribution towards maintenance of law and orderliness in the society. In their ground-breaking paper, Heckman et al. (2012), found that soft skills have equal capacity as cognitive knowledge to predict outcomes in teaching. In the same year, (Cinque, 2012) shows that "soft skill helps people to adapt and behave positively so that they can deal effectively with challenges of their professional and everyday life".

Today's world changes so drastically that some may start to imagine jobs without people and people without jobs. This problem of 'jobs without people' and 'people without jobs' is attributed to the insufficient soft skills possessed by graduates of nowadays Cukier (2014). Experts say that the competitive advantage of graduates does not come from only the hard skills rather this requires enough soft skills (Boahin & Hofman, 2013; Anthony, 2014; States et al., 2018).

The reasons for having to look at teaching soft skills are many. The one that could quickly come to mind is the nature of teaching itself. Teaching is a task that is somewhat complicated, complicated because many things go own at the same time in the classroom that require immediacy. For teachers to succeed in their classroom, they must have an edge over the prevailing circumstance in the classroom. This is what will differentiate them from their contemporaries.

Teachers recruiters prefer to employ teachers that will contribute to increasing in student's achievement at the start of their job. Studies suggests training teachers in pedagogical strategies and content knowledge only will not give teachers confidence or make them good starters. The hierarchy of needs theory stipulates that "individuals most basic needs must be met before they become motivated to achieve higher level needs" (Jerome, 2013, p. 40). According to the theory, one must be confident (meaning one most have substantial soft skills level) before one will be able to do the most one can do which in this case refers to teaching performance success. Furthermore, the attribution theory explains that successful achievements (e.g. substantial level of feeling been adequately prepared in soft skills) can lead to positive expectations (e.g. control of owned classes) and thus higher motivation for success in the future (e.g. teaching performance success).

Several studies for instance Patacsil and Tablatin (2017), also Shaheen, Zhang, Shen, and Siti, (2012) have been carried out on the importance of soft skills. Shaheen et al. (2012) found that over 70 percent of respondents agreed that soft skills are useful to social interactions and career development. Similarly, Patacsil and Tablatin (2017) found that intern students rated soft skill as been very important skills for job success, there study revealed that there was no gap between the importance of all the skills clusters on job performance.

Good communication is a skill that needs to be displayed during job interviews, communication skills can provide cover for any deficiency in technical skills (Aloe, & Becker 2009). Positive traits like courtesy, honesty, flexibility, common sense, flawless appearance, etc. are also advantageous to applicants during a job interview.

Mastery of soft skills expose teachers to better opportunities. School principals like to work with teachers that are skilful and smart. Good hard skills alone are not necessarily enough anymore to be a first choice when it comes to disciplinary matters within the school. Little wonder, Good and Lavigne posits that "Educator's dream is that graduates should not only be experts in a certain field but matured personalities with a well-balanced, rounded off education" (Good & Lavigne, 2018, p. 301).

It is so important for teachers to have skills that go beyond technical skills because experts say, "whereas in the past the mastering of hard skills was rated first, and soft skills were considered as "nice to have", the perception has been turned upside down" (Jackson, 2013). As earlier stated, a lack in technical skills can be control using good communication skill. A survey of google workers revealed that their best teams within the company were not the ones full of top scientist, rather, the evidence showed that the workers that possess soft skills were the most successful teams. This study

identified good communication skills, insight about others, emphatic leadership, critical thinking and team working as the most successful soft skills expected of workers.

In a major advance in 2015, Wardoyo (2015), surveyed teachers personality competence and their performance, this empirical study reveals that personality variables statistically affects teacher job performance with a magnitude effect of 0.358 at 0.013 level of significance. This shows that teachers who possess more advanced soft skills related to their discipline would teach more to student's level of understanding.

Savard and Highfield concluded that with adequate skills a teacher can represents the solution to a problem in different way. They demonstrated that

> "while a teacher of mathematics must know how to solve the problem they provide to their students, such knowledge of content alone is insufficient. A teacher of mathematics must also know how to represent a solution to such a problem with a picture, explain why the solution walks, and identify common mistakes made by students as they solve the problem" (Savard & Highfield, 2015, p. 26).

Literature review demonstrated that soft skills are very important to teachers since they enable teachers have positive impact on their students' achievements. As earlier stated, Burns (2018, p. 49) points out that soft skills help teachers in "combining authority with entertainment, wit with wisdom, abstract knowledge with contemporary examples in students' purview". Soft skills help teachers to: make their classes more interesting; serve as role models to students; interact at students' level and ability; be good leaders; more approachable and be sensitive to the needs of the students (Burns 2018).

When a teacher has soft skills, they would be able to speak at the student's level and even produce charts that are relevant to the need of the time to enhance students understanding of the concept. Without adequate soft skills teachers will be unable to use the right tune in delivering lectures not to even talk of to capture students that have low attention span. To illustrate the significances of teachers' hard skills and soft skills on students' academic achievement, Wenglinsky (2000) found that teachers who possesses adequate soft skills have students who outperform their peers in the areas of science and mathematics.

Although to teach soft skills is quite hard (Anthony, 2014; States et al., 2018), the trainer ought to serve as role models to help those trainees develop their own soft skills when they observed them. If teacher educators serve as role models for their students (preservice teachers), then the students would emulate them. This can make them teach successfully thereby contributing very positively to economic development of the society.

Interaction with students at their own level requires that teachers should have soft skills. Students as young individuals are generally inquisitive, it is for this reason that their teachers should be very ardent to satisfy their curious nature. If teachers lack the soft skills, then they would never be able to teach those students successfully. Their teaching would be either too high or too low for the students' level.

In every circumstance, teachers are not just instructors, but they are leaders as well as classroom managers. Therefore, they need to be good leaders that command respect naturally. If a teacher is frivolous and unable to have a serious and stern manner, then students are going to end up becoming rather undisciplined. Experts say

soft skills can make teachers be good leaders who can lead students on the right path thereby making the students become good leaders subsequently.

For teachers to serve as advisers and guides to students, they too require soft skills. For example, if the teacher had been involved in lifelong learning or is well schooled, such a teacher will advise students on the need to persevere because that way they could conquer difficulty. Teachers should always be approachable by students especially when the students are going through problems.

Many benefits are linked to teachers having soft skills, one that stands out is that this will help them to be sensible to the needs of students. This is obvious since research show that teacher's personality has higher effect on student's achievement. For example, Hattie (2015) conducted a meta-analysis that showed that teachers personality has a higher effect size (0.16) than subject matter knowledge (0.09) on students' achievement.

The importance of soft skills generally cannot be underestimated for instance Engelberg (2015) using a ladder indicated that conscious behavior skills when substantially developed can results to social influence. He demonstrated that self-awareness can give raise to self-control, then self-control can lead to directed motivation, this in turn can led to social awareness and ultimately leading to social influence.

It has been suggested (States et al., 2018; Melser, 2019; Kautz et al., 2014; Quigley, 2016; Klaus, 2010; DeAngelis et al., 2013; Cinque, 2016) that soft skills are the important characteristics found in preservice teachers that allow them to communicate, get along, and participate in the professional community of teaching.

The skills also allow preservice teachers to decide, be flexible, and learn from new situations. Soft skills include the value of a good work ethic and the ability to use appropriate stress-management skills in tough situations. Though they may not be easy to measure, they are important to the success of preservice teachers and the quality of teaching they will eventually provide to students in their classrooms.

2.5   Describing teaching soft skills training

Training is a major component of human resources development; it varies from one organization to another. The variations result from the kind of skills that need to be transmitted to the trainees. Zayid et al. (2014) believe that individuals' extent of contribution in their work environment is attributed to the extent of the level of skills acquired during training. A growing number literature has studied training, the studies revealed that training is pivotal to the success of every organisation because it is during this training period that the skills for the job are instilled in the trainees.

Research indicated that there are no standard or singular definition of training. Pinning down a singular definition of training is difficult for scholars' because training differs from organization to organization and depends on the kind of skills that need to be transmitted (Tinkler & Tinkler, 2013). To make the phenomena clear, the current study has used some definitions of training given by different scholars to better the understanding of teacher-education.

In the literature, various definitions of training can be found. Swanson and Hilton (2001) defines training as a procedure for offering the requisite facts for an expected job task, this definition focusses on pedagogy content knowledge i.e. hard skills and soft skills as the key elements in training. In the following year, Goldstein and Ford (2002), defines the same concept "as the systematic acquisition of skills, rules,

concepts that results in improved performance in another environment". In a similar manner, Masadeh (2012) defines teacher training as an "endeavour to impart knowledge, skills and attitudes necessary to perform teaching task, it aims to improve job performance in a direct way". In his investigation into teacher preparation, Morrison (2015) shows that teacher education is the action of teaching teachers a skill or type of teaching behaviour. Recently, Erkan and Erkem (2018) defines teacher education as training of preservice teachers in a professional way which includes both hard and soft skills.

Teacher education involves multiple of stages, the stages range from identification of students who will enroll as preservice teachers, recruitment of lecturers to provide the manpower needs, and provision of suitable learning environment, others are engagement of preservice teachers in microteaching and teaching practicum (Kavcar, 2002). All these measures are to ensure that the curriculum for training teachers is properly implemented. More recent studies (Wardoyo, 2015; Erkan & Ekrem, 2018) highlights that the extent to which teachers possess hard skills and soft skills contribute significantly to students learning both in elementary, high school and even tertiary institution.

Cresswell (2014) suggests that much research need to be carried out by researchers in other to understand the peculiarity of teacher training on bridging students' achievement gap. Educationist explained that training teachers with adequate content and pedagogical knowledge alone are less equipping to identify individual students needs and channelling instruction to suit their purposes, these teachers need soft skills to complement the technical competence (Darling-Hammond, 2016; DeAnelis, Wall & Che, 2013; Stronge, 2018).

In the 21st century, the demanding economy demands that young teachers be truly schooled and carrier ready. In this since, "teachers must be trained in a manner that they can prepare all students to meet the world class standards, reduce achievement gaps and social inequality" (Cochram-Smith & Villegas, 2014, p. 9). Experts say discrepancy in teacher's level of competence in their professional skills across disciplines arises from training inefficiency (Darling-Hammond 2016; Good, & Lavigne, 2017; Boothe, Barnard, Peterson, & Coppola, 2018). This is more illustrative in the findings of Wardoyo (2015) who found a statistical significance difference between professional competence to teacher performance having an effect of 0.64 (0.000 sig).

Ramazan, Turgut, and Ibrahim (2016) argued appropriate teaching methods can contribute to students' levels of skills acquisition and this seems true because teaching strategies can provide motivation to students, making them listen attentively which will thereby result to learning. This explains that when teachers are properly groomed, they can perform in more advanced manner thereby been more productive, they can also be more creative in their teaching approaches and make more effective use of resources and skills.

Teacher-education term has been widely investigated, (Darling-Hammond, 2006; Thomson, Warren, Foy & Dickerson, 2008; Ahmet, 2009) studies reported that teachers attributed their in ability to teach well to the kind of teacher training they received during their preservice training, most part of these results suggest that the teacher's level of preparedness was low. Several studies for example Wardoyo (2015), Pa-alisbo (2017), also William, Yahaya and Awolabi (2018) found that graduates from teacher education programs contributed positively to their students' academic

achievement while their counterparts from non-teacher education programs contribute less to their students learning. Suggesting that graduate from teacher education programs have superior skills for teaching. Though results seem mixed, these reports give evidence that there is correlation between teacher education and teaching performance.

More recent evidence, Koponen, Asikainen, Viholaine and Hirvonen, (2017) reveals that teachers' skills has influence on their teaching and the performance of their students. Barton and Avery (2016) studies also shows revealed that teachers with good skills teach in ambitious ways.

In initial teacher training program in Nigeria along with the rest of the world, three components of which typically represents traditional models include subject matter, pedagogy and soft skills. Programme of teacher training can be inadequate if they are not planned on channels that can take teachers' professional ability further forward in a professional way Carter (2018). Back (2012) author of "*ways of learning to teach*" notes that whereas teacher education programs are situated mostly in universities and colleges, what comes out from this site of training is what is important and not the mere change of sites.

Teaching is fundamentally a self-evident practice for teachers are considered the heart of every school. No matter how elaborates a curriculum or how adequate resources are for the implementation of such curriculum towards children education, what matters most is the quality of the teacher and teaching. Bohan (2016) reaches the conclusion that what to teach should be obvious if one knows the subject, soft skill to use at any given moment should be obvious from the situation.

An increasing number of studies have found that acquiring the expected skills is very important to accomplishment of once task (Mankillik & Mang, 2015; Bilbao, Llagas, Corpuz & Salandanan, 2012). Teacher education curriculum must therefore be graduated or enhanced so that any teacher that undergoes training should be able to perform their tasks optimally. Little wonder, Windschitl and Barton (2016) report that active learning strategy positively relates to acquisition of the 21st century skills. Corpus and Salandanan (2013) authorities in soft skill posit that possession of the 21st century skills is key to teaching success.

From respective literatures, soft skill is widely considered to be the most important skill for teacher in the 21stcentury. The most common cited soft skills that relates to teacher education and teaching are commitment, creativity, teamwork, lifelong learning, and communication skills (FGN 2013; Erkan & Ekrem, 2018; Good & Lavigne, 2018; Morrison, 2015; Ryan, 2016; Ronfeldt, 2012; Sirait, 2016; Yildirim & Yazici, 2017; Lamb, 2017; States, 2018; Hattie, 2015).

2.5.1 Teamwork skills

Teamwork is defined by Scarnati (2001, p. 5) "as a cooperative process that allows ordinary people to achieve extraordinary results". Teamwork entails group of individuals interacting together to achieve a purpose. Teams and teamwork are essential to getting work done faster and correctly too in almost every discipline (Hackman, 2002). Research suggest that when team members who have common expertise come together to achieve an aim, connections and underlying understandings are created (Kiffin-Peterson & Cordery, 2010).

The benefits of teamwork go beyond getting work done, it is also a predictor towards a person's ability to trust upper management. Teamwork has been shown by

experts to have importance in accomplishment of task faster to achieve critical missions across disciplines. Researches has shown that teamwork has positive effect in improving performance (Richter, Dawson & West, 2011). Almost two decades ago, some studies in education discipline (Gully, Incalcaterra, Joshi & Beaubien, 2002; Joshi & Jackson, 2003) found that teamwork has positive effect on attainment of critical educational objectives.

Teamwork skills equip educators with sufficient strategies to complete a task faster and smarter than it would have been achieved by just an individual (States et al., 2018). The uses of teamwork in education has numerous advantages, that is it motivates team members, promotes development of leadership/followership spirit, built capacity for observance of set rules, enables members have confidence in the capacity of others, creates spirit of tolerance and so on (Chen, Kirkman, Allen & Rosen, 2007; Druvy, 1984; Kozlowski & Bell, 2003).

When teachers have the capacity to work together with colleagues and students or set students into groups, they can have sufficient impact on the effective and efficient attainment of school's objective. In his meta-analysis of studies on teacher efficacy, Eell (2011) found relationship between collective teacher efficacy and students' achievement, it was found that teamwork has medium effect on student's achievement.

Teamwork or collaboration are important skills for preservice teachers. As more schools move to collaborative model of teaching, knowing how to work with others and use cooperative learning is an essential soft skill. Many schools incorporate the use of team planning and co-teaching and being able to adjust to this type of teaching is vital to today's preservice teachers.

According to the Association for teacher education (Association for teacher education [ATE], 2018), "Accomplished teacher educators adopt a collaborative approach to teacher education that involves a variety of stakeholders (e.g., universities, schools, families, communities, foundations, businesses, and museums) in teaching and learning" (ATE, 2018). Being able to work with others, including colleagues and families, is an important soft skill for working in today's schools.

2.5.2   Commitment

Commitment according to Lamb, Maire and Doecke (2017) refers to self-discipline, it is a professional conduct that is related to a specified task. As a multifaceted skill, it encompasses things or issues as time management, perseverance, ethics, commitment, industriousness, enthusiasm, meticulous and leadership or management (Costantini & Perugini, 2016; Rikoon et al., 2016; Kechagias, 2011).

Prior researches have shown that commitment has a strong positive effect on teacher's performance (Farrington et al., 2012; Richardson & Abraham, 2009; Tackman et al., 2017). The effect of commitment to academic achievement is often very high Poropat, (2014). Commitment is also always highly correlated with work performance than other soft skills dimensions put together (Pellegrino & Hilton, 2012; Barrick et al., 2001). For instance, Dudley (2006) did meta-analysis of studies on commitment and the result showed that commitment was substantially correlated to task performance (0.15), it was even more highly correlated to job dedication (0.45).

Commitment involves setting goals, prioritizing, time estimation, evaluation of one's own performance and observance of patterns States et al. (2018). It is essential that a teacher develops a schedule of duty to minimize distractions, to view one-time task and goal completion as vital. Study on students' time management found that time

management significantly affects students increase in grades point and time management is the second leading factor for student's personal success (George, 2012). Also, studies on commitment skill of perseverance revealed that being persistent in school (high school) strongly correlates with post school occupational success (Choy, 2012; Laube, 1992) cited in States et al. (2018). Summarily, Melser (2019, p. 4) published that teachers that are equipped with good work ethics referring to commitment skills "possess organization and time management skills that help classrooms run more smoothly".

Research shows that students achievement gain would naturally increase immediately their teachers mediate their learning experiences effectively (McCaslin, Vriesema, & Burggraf, 2016). When students are informed that their efforts towards their studies would be handsomely rewarded, they commit more time into completion of the assigned task. Thus, part of the teachers' way of motivating the student well is to help students work smarter, not necessarily harder, by helping them attach significance to the value of their schooling. This will make them put extra effort to complete every activity assign to them.

Wignfield, Muenks, and Rosenzweig (2015) posits that students' motivation can be improved through teachers' actions and thoughtful application of general motivational principles. For example, we live in a world of deadlines nowadays, experts explained that one can take the advantages associated with deadlines to become more productive because deadlines provide motivation.

One measure to encouraging the students is by making available the needed learning materials and a conducive learning environment. Motivation in education is a force used within the educational system to encourage students' learning and

understanding. It has been suggested (Achuonye, 2011), the teacher should ensure that all children are adequately reinforced for their positive efforts, while those who are unsocial do not get commended or receive undue attention. And this seems to be a reliable approach. The rationale behind this is that when efforts are not reinforced, there is doubt that such behavior is acceptable while children who get rewarded for aggressive behavior believe that it passes, and others might imitate them. To this effect, effective teachers should ensure they motivate their students using both extrinsic and intrinsic motivational strategies to promote effective teaching and learning.

Many studies have attributed the success recording in teaching and learning to teachers' ethical considerations (Chupma, Yu, & Konovalova, 2016; Kiel, Lerche, Kollmannsberger, Oubaid & Weiss, 2016; Hale, Lutter & Shultz, 2016). But then Cheng and Zamarro (2016) empirically show that teacher commitment has positive effect on their student's commitment, but it does not have effect on students test scores. Savard and Highfield (2015), said that knowing how to proffer solution to a mathematical problem by a teacher is not enough evidence to conclude that the teacher can teach the subject, the study suggested that the teacher most know how to deliver the materials or the concepts in diver's ways to the leaners.

2.5.3 Communication skills

The use of communication as a key skill in teaching for educators cannot be over emphasize, teaching itself is all about communication, once there is absence, limited or a gap in communication, the essence of such activity cannot be realized. In her book "*teaching soft skills in a hard world*", Melser (2019, p. 4) shows that "teachers who are equipped with effective communication skills… can communicate information more effectively and solve problems more quickly" Teaching requires the use of both

verbal and nonverbal communication skill to deliver content. For instance, Dewitt, Alias and Siraj (2013), opined that "communication skills are required for collaborative discussion among scientist in constructing science knowledge". The advancement in technology also transform the educational process from a closed and controlled environment to an open and highly regulated environment.

Using communication skills in an appropriate manner would have positive effect on students learning. Prior research show "teacher communication skill has significant role in the academic achievement of the students" (Khan & Khan, 2017, p. 18). Ideally, teachers ought to be fluent speakers of the language they use for instruction in the classroom. This will help convey the content of their subject matter with ease to students. Besides that, teachers should cultivate the habits of ardent listening as they go on with their teaching. According to Darling-Hammond (2006, p. 28) "rigorous research indicates that verbal ability and content knowledge are the most important attributes of highly qualified teachers". Also, Aloe and Becker (2009) found that teachers verbal ability has positive impact on students' achievement.

For teachers to write comprehensive and convincing notes to present/argue their viewpoints, they need to have good writing skills (Dewitt, Alias & Siraj, 2013). Perhaps written communication forms and important point for reference. Clearly communicated lessons coupled with proper instructions on expectations have been reported to have positive effect on teaching outcomes. For example, Fendick (1990) found an effect size of 0.35 between communication clarity and teaching success, Hattie (2009) found an effect size of 0.75 for teacher clarity on achievements and an effect size of 0.47 for overall communication on students' achievement. As a rule of thumb, effect size (f^2) values = 0.02, indicate small effect, = 0.15 indicate medium

effect while = 0.35 indicate large effects (Hair et al., 2018), this shows how soft skills of communication are vital in teaching.

Communication skill is perhaps one of the most important soft skills in the teaching profession. Without the ability to communicate proficiently, teachers will have difficulty teaching concepts, relating to children, and working with colleagues and parents. It is through communication that teachers let students know they are doing well; they can also communicate through body language when students are not showing proper behaviour. Communication includes the correct usage of written and spoken language. This is important, as teachers model this characteristic to children on a daily basis, and students are quick to notice proper grammar and language in the classroom. Unfortunately, not all teachers are distinguished communicators, negating the purpose of teacher-preparation programs.

2.5.4 Creativity skills

Teachers ability to be creative or innovative is one of the key objectives for designing a curriculum for teacher preparation. Classrooms would normally have students from different backgrounds also with different learning styles. The curriculum itself might need certain unavailable requirements for its implementation. All these are indicators that the teacher most be schooled in different aspects to cope with the challenges (Darling-Hammond, 2016).

Dewitt and Alias (2015) explained that innovativeness is crucial to thinking, but unfortunately this skill is lacking among graduates from higher institution. The authors advocated that such important skills should be treated with every seriousness to enable learners grasp the concept easily and make judicious use of it in the workplace.

Teaching is bedevilled with much problems for the teacher to solve instantaneously particularly when it involves teaching adolescents. In this case, teachers must make a thousand more decisions momentarily to accomplish their task. It has been estimated that teachers make 1200 to 1500 decisions in a day to settle issues that are mostly unplanned and unpredictable (Jackson, 1990). In these cases, teachers must apply their gained skills in judgement. Recall that in in a school system, teachers face problems in the cause of teaching to immediately manage in the class or a school day or they can be involved in school interdisciplinary committee team (Vaccarello, 2012).

In the literature there are many examples that shows professional development in improving skills in preservice teacher is the key strategy in addressing the difficulty associated with teaching (Good & Lavigne, 2018; Korpershoek et al. 2015; Koponen et al. 2017; Klaus, 2010). There is no gainsaying that establishing such system is one the most effective strategy to increase teaching skills.

Prior research suggest that creativity or innovation is an important skill for teachers. For instance, Hattie (2015) meta-analysis show that creativity has medium effect on student's academic achievement. In his investigation into effects of teaching innovation on instilling news skills to students, Lee (2011, p. 92) found that "teaching innovation has significant positive effect on learning satisfaction". This same study showed also that teaching innovation has weak effect on learning effectiveness. More recent evidence from experiment on innovation in teaching by Farah and Hassan (2017) revealed that innovation in teaching has strong positive effect on students learning in tertiary institution.

It is a fact that classroom environment adds to the difficulty of teachers' job. Good and Lavigne (2017) identified four dimensions of happenings in a classroom setting requiring teachers to possess adequate soft skill to handle classroom effectively. These are: -

- Multidimensionality: - A single event can have consequences. Waiting a few minutes to answer a question may increase that student's motivation but could negatively influence the interest of another student who would like to respond.

- Simultaneity: - Many things happen at the same time, during a discussion, a teacher not only listens and responds to students' ideas, but also monitors unresponsive students for signs of comprehension and tries to keep the lesson moving at a good pace.

- Immediacy: - teachers must respond quickly to many events that happened rapidly in the classroom.

- Unpredictable classroom climate: - Students often reference how teacher's response to situations of individual students.

In her overview of teaching soft skill, Kechagias (2011:83) shows that for a teacher to qualify as possessing creativity skills, the teacher most show the following examples "taking own new challenges, working hard to achieve goals, thinking of new ways to do things".

Using creativity skill makes teachers to be clear and balanced thinkers. According to Thomas (2011), to measure creativity skills of post-secondary school students, researchers should consider areas like ability of them to judge the quality of sources of information, consider and synthesises opposing points of view and explain their reasoning when making team decisions.

It is expected that preservice teachers leave the university equip with the requisite skills having attained the minimum requirement for graduation. According to the national policy on education, teachers high teaching performance should be the aim for all the areas of teacher expertise. School proprietors and principals expect their teachers to make responsible decisions as well as be responsible for every action. Decisions that requires immediacy are expected to be taking by teachers without necessarily requiring the attention of their principals. However, for this to be realized requires teachers to be creative or innovative enough. Moreover, research indicate that teachers who received quality initial preparation are more likely to stay in teaching.

2.5.5 Lifelong skills

People acquire skills, knowledge and attitudes from day-today experiences then continuously build knowledge and skills that enhances social inclusion, employability and work success. Griffin (2018) posits that lifelong learning makes individuals to become responsible to themselves thereby developing and understanding about communities and societies. No wonder, John Dewey said education is not only preparation for life, but it is life itself.

The 21st century is one in which people must have skills that could enable them to understand, interpret and process different information accurately. Since 1983, Rogers says

> "The only man who is educated is the man who has learned how to learn; the man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, a reliance on process rather than upon static knowledge, is the only thing that makes any sense as a goal for education in the modern world" (Rogers, 1983, p. 120).

Hilderbrand (2008) explained that lifelong skills benefits individuals in tremendous ways, the study revealed that through lifelong learning individuals' mind is sharpened, their confidence level is raised, career opportunities are broadened and the individuals' ability to communicate well is enhanced.

Empirical evidences from lifelong studies revealed that participating in lifelong learning led to change in attitudes among participants, enhanced social engagement, and ultimately led directly to benefits related to health, work and family living with a relationship values (B ≥ 0.90) in both directions (Manninen et al., 2014). Ferrer and Ridell (2010) reported that since the 1960s, research on lifelong skills and economic outcomes has always yielded positive effects. Also, Manninen (2010) found that lifelong learning increases people's motivation to work, as 93% of participants in lifelong studies reported their participation motivated them to work harder.

The existence of relationships between lifelong learning and work success indicated that teachers ought to incorporate lifelong learning into daily teaching to enhance the development of this skills in students. According to Lee (2018), teachers can incorporate lifelong skills in their teaching through the following ways: - Encouraging learning ownership in students. It is believed that when students own their learning, such learning sticks with them; Turning mistakes into opportunities. Since learners are both tough and fragile, mistakes should as much as possible be treated as opportunities to improve and not as crimes. Mistakes remind students that there are better ways to think and work enabling students to seek for better ways to things; Make available learning tools; involve students in teaching their classmates; Set learning goals and create time to play.

2.6   How to model soft skills for preservice teachers

Recent evidence (Dimitrova, 2018; Cinque, 2016) reveals that the priority attached to teaching soft skills varies between countries. Although a few countries considered it compulsory, others offered it as an extracurricular activity. In his review of documents on soft skills, Fernando (2016) proposed the need for higher institutions to implement soft skills through a curriculum that prepares students for active participation in the workplace since employers need workers that are proactive and adaptive, who can take responsibility for every action.

Incorporating soft skills in daily teaching requires the use of different teaching styles since learning styles also differ. Hassan, Maharoff, Abiddin and Ro'is (2016) authority's on teacher education affirm that embedding soft skills in teacher training is difficult, but it is doable when teacher trainers have an understanding about soft skills embedment.

It has been demonstrated that soft skills are the most important components of getting job (Robles, 2012; Melser, 2019), yet they are "the hardest to teach to pre-service teachers" (Melser, 2019:1). Teaching is normally done by teacher educators using different methodologies. Among these methods are the lecture method, inquiry method, inductive method and deductive method. Others include the discussion method, textbook methods, problem solving methods, project methods, field trips methods, question and answer methods, experimentation methods and discovery approach as well as expository method. All these methods can be categories into three categories, those that are controlled more by the teacher example lecture methods, those that can be controlled more by the student's example self-directed approach and those that can have similarly level of control by the teachers and the students.

The ways to incorporate soft skills teaching into the daily curriculum (lessons) differs from one discipline to the other. But the central theme to all the different methods is the fact that they all involved moulding behaviour, working examples and reinforcing skills through practice. In their seminal paper, Heckman and Kautz (2012) describes soft skills as attributes that can be changed by teachers' actions and in actions. They explained how possible interventions can be promising when properly implemented.

Teacher training curriculum is designed to prepare preservice teachers for successful teaching and future life. During this process, in addition to pedagogy and content knowledge, preservice teachers require soft skills to be successful at workplace. Buttressing this point, Kautz et al. (2014) explained that character skills (soft skills), cognitive skills (content and pedagogy), and efforts (incentives) are the key determinants of task performance.

The way soft skills are developed in preservice teachers depends on the teachers practices in teaching. Ways to incorporate this skill in teaching to a large extent matched the ones identified as been suitable for teaching the "affective domain in Bloom's taxonomy of learning" (Anderson et al. 2013). In an article on soft skills by (Cimatta, 2016), it was recommended that the support of experience experts in soft skills is required in inculcating the personality skills to students, such support can be given in form of seminars, coaching, learning games and tutoring. He further suggests that university lecturers can be of assistance to students for them to develop the ideal manners and other ways of professional life.

2.6.1 Communication skills

Communication skills are of paramount importance to teaching success. Teaching itself is all about communication because it involves communicating objectives, communicating the lesson, communicating results and so on. Once there are gaps in communication, teaching objectives may not be realised. Teacher educator can manage lesson pacing when structuring their teaching to ensure that preservice teacher spend significant time on communication (aural, verbal, non-verbal, listening, writing and speaking).

In his investigation into ways of incorporating soft skills in teaching by teacher educator, Johnson (2013) showed that teacher educator can use activities and assignments that require reading, writing, speaking, presentations and listening. For example, the use of an essay in a science class can help students develop writing skills, and presentations in a history class can help in building speaking skills in students. When a student is making a presentation, multiple skills can be evaluated simultaneously; listening skills among other students can be evaluated as well as the presentation skills of the presenter. Instilling communication skills in students can be achieved through a wide variety of activities, including but not limited to the use of role-play, use of media clips, small group discussions and reflection exercise (Johnson, 2013; Haris, Ismail, Loboprabhis, Mian & Singhal, 2014).

Melser (2019) suggest that in order to learn the soft skill of communication, one must first learn by proper modelling. Having professors and mentor teachers who model the appropriate use of grammar, spelling and other communication strategies is highly important to pre-service teachers, who are always watching. Modelling skills such as giving directions to children is important, as much of teaching involves

explaining and providing direction. By watching a professor model how this is done, pre-service teachers will benefit.

For instance, learning how to approach an administrator in a professional and respectful way can lead to career recommendations and jobs in the future. For example, Learning that one does not begin an email to a school principal with "hey" is important and timely in today's digital world. Perhaps professors and preservice teachers could construct such e-mails together to learn this important skill. Encouraging pre-service teachers to interact with students at every early stage of their college career is very important. Having time with students is an important step towards learning communication in the teaching profession.

2.6.2 Commitment

Commitment is the students' ability to set and meet goals, make informed choices and understand their responsibility to others (Zahn-Waxler & Robinson, 1995, p. 28). Commitment includes but is not limited to commitment to duty skill such as, time management, confidence, positive attitude, enthusiasm and ethics. A literature review showed that commitment is a very reliable factor in achieving success at school and in life. In his investigation into commitment, Itson (2014) showed that commitment does not only predict success but also makes people have less stress, sounder physical health and more enjoyable social relationships. Conscientious individuals experience less stress because they have a high sense of time management and can be relied on by other persons because they are highly ethical, committed to responsibilities and good time managers.

Rief (2008), an authority on conscious behaviour skills, highlighted that teacher educator can make students become aware of how to use time during their teaching by

the following activities: challenging students to estimate how long it would take them to hand in their assignment, telling students that all assignments are to be recorded, establishing a daily routine for the class, calling class attention to due dates, providing students with course outlines and giving students homework. Since 2006, Dweck demonstrated the following:

> Educators can cultivate conscientiousness-related behaviours by • asking students to work toward long-term goals that are challenging, achievable, and personally meaningful; • reframing their views of student perseverance and tenacity to see these as malleable qualities that can be enhanced or diminished in response to classroom environments; • praising effort more than innate ability; • explicitly teaching students about the plasticity of the brain; • providing students with appropriate feedback and scaffolding; • creating an environment in which students feel they belong to a community of learners and supporting students' sense of self-efficacy; and • helping students develop metacognitive and self-regulatory strategies by giving them opportunities to practice skills such as defining tasks, setting goals, taking actions, organising information, managing time, monitoring progress, evaluating the effectiveness of actions, and adapting plans and actions based on evaluation results (Dweck, 2006, p. 202).

Commitment is important in teaching since it is useful in getting and keeping a job. During job interview, interviewers judge the interviewee on aspects such as, did the applicant arrive on time for the said interview? Did the applicant dress smart and professionally to the interview? Did the interviewee used good manners while responding to questions? It is common knowledge that acts of professionalism in teaching includes appropriate language use, accepting advice, dressing appropriately when in classroom and outside the classroom, being on time for classroom activities and meetings, keeping deadlines, keeping school rules and regulations and so on. Melser (2019) opined that professionalism is a skill that preservice teachers need during teacher-preparation courses. Professionalism has generated considerable interest in terms of teaching and learning which calls for proper modelling of this skill in preservice teachers.

When students enrol into university for a degree in education, they do so by looking up to their professors and other teacher educators for their modelling. Seeing professors who are punctual and acting respectfully would motivate them immolate such behaviour thereby becoming more professional in their teaching. Therefore, helping students develop metacognitive and self-regulatory strategies by giving them opportunities to practice skills such as defining tasks, setting goals, taking actions, organising information, managing time, monitoring progress, evaluating the effectiveness of actions, and adapting plans and actions based on evaluation results is the way to go in modelling soft skills in preservice teachers.

2.6.2.1   Confidence

The idea of believing in oneself, is a valuable soft skill for new teachers. Being in front of a classroom of students can be an intimidating and fearful experience. It takes self-confidence and a certain amount of acting skill for a new teacher to succeed when they see their students, who expect them to know all the answers. Being confident and acting like one knows what to do is half the battle. One author once said "authentic confidence for a teacher stems from the trust we secure from our students and our colleagues. It becomes a trust we hold deeply within ourselves and helps guide what we do" (Quigley, as cited in Melser 2019, p. 50). By having the skill of confidence, teachers will be able to be more comfortable in the classroom and do their jobs in a meaningful and professional way.

Teacher educators can teach and model confidence in the classroom in various ways. One of the easiest strategies is simply by showing comfort and confidence in the classroom. Research revealed that mentors who are self-assured come across as overseeing the classroom, knowing the material they are about to teach, and confident

in their abilities as an educator. They have students who show respect and trust that they have the knowledge and integrity to do the right thing and teach them in the best ways possible.

Teacher educators also model confidence in the area of teacher education by knowing how to educate new teachers with patience, kindness, and compassion. Another way is by sharing their own stories with preservice teachers. In the literature, one of the first and most obvious way to build confidence in pre-service teachers is to put them in front of students as soon as possible. By offering early field experiences, where pre-service teachers interact and work with children, they will soon learn whether this is the profession they should enter. Simple task, such as working with a small group of students, doing read-aloud with younger students, or preparing some icebreaker activities to get to know the students, are great ways to build basic confidence in working with children.

2.6.2.2 Enthusiasm

Enthusiasm in a teacher means that they care enough to do more than what is expected, and that children in their classrooms are important. A teacher who acts like school is fun and meaningful encourages students to follow their lead, as well. The soft skill of enthusiasm can make or break the school year for students. An enthusiastic teacher will be memorable and make learning unforgettable for his or her students.

Teachers who love their jobs enter the classroom with enthusiasm and a passion for the profession. They love what they are doing and continue to enjoy the job year after year. They make even the most monotonous lessons interesting and have classrooms that are inviting and fun. Teachers with enthusiasm motivate children to

learn and help them discover new and exciting information. According to national communication association (NCA 2014),

> "An enthusiastic teacher often spices the class with excitement, enjoyment, and anticipation. Thus, teacher enthusiasm sparks the curiosity of the students and jumpstarts their motivation to learn. Teacher enthusiasm can lead to better teaching evaluations, positive attitudes towards teachers, better student performance, and improved classroom behaviour" (NCA, 2014, p. 50).

Teacher educators can model the soft skill of enthusiasm in pre-service teacher by modelling enthusiasm in the way they teach pre-service teachers. Pre-service teachers will observe and pick up on the efforts of a mentor teacher and realize that enthusiastic teachers can capture the attention of students and motivate them to learn. Other strategies are, to videotape the student teacher teaching a lesson, make pre-service teachers to be around other teachers who have a passion and enthusiasm for teaching, watch motivational videos, and so on. Other activities to practice this skill with pre-service teachers is guiding and helping a pre-service teacher in how to make a lacklustre lesson exciting.

Recently Keller, Hoy, Goetz and Frenzel, (2016) reports that teacher enthusiasm consistently relates to students' achievements. This shows the importance of teacher enthusiasm. Good and Lavine (2018) believed that when teachers are enthusiastic, warm, and respective to students' ideas, students perceive this support, and this allows them to think and to take risk.

2.6.2.3   Time management.

Teachers are busy people. They have lessons to plan, students to teach, meetings to attend, and home lives to maintain. Teachers live by schedules and must adhere to time frames throughout their entire day. From the moment the bell rings at the beginning of the school day to the minute they pack up and leave at the end,

everything seems scheduled and determined by time. As a result, teachers are forever striving to learn the soft skill of time management.

Learning the skill of time management can help even the most disorganised teacher get his/her classroom running like clockwork. Being able to figure out how to make the teaching day run in an efficient manner and effectively use the time allotted is a skill that all teachers need to learn. According to Francis (2018), "time management is about control. When you allow time to control you, you never have enough of it. On the other hand, when you control your available time, you can allocate your time available to complete tasks and duties". Learning how to control and allocate time, both during and outside of the scheduled school day, is a key to success in the classroom and a major component of eliminating burnout among teachers.

In universities, most students have a strict schedule to adhere to for classes, meetings, and study sessions, so part of time management is already ingrained in pre-service teachers. However, applying these same skills to the classroom may require some additional effort. It is difficult for teacher educators to model time management for pre-service teachers, simply because everyone struggles with not having enough time in the day. However, modelling this behaviour for preservice teachers is an important part of preparing them for the classroom. One of the best ways' teacher educators can model this skill is by sharing one's own schedule and tactics for accomplishing everything one needs to do (Melser, 2019). By modelling long-term planning and sharing curriculum maps and the scope and sequence of textbooks, teacher educators can explain the importance of both short and long-term planning.

Time management of the school day is also an important proficiency for teacher educators to model. Showing pre-service teachers how to effectively manage the

schedule with a concentration on pacing and transitions is key to teaching all of the lesson plans for the day without rushing or moving too slowly. This skill is better learned through experience, so allowing the pre-service teachers to teach the lesson in a micro-teaching and then providing them with appropriate feedback will enable pre-service teachers to improve in this area. Sharing personal strategy for balancing home and school is also a great way to model time management for preservice teachers.

Time management is important for a variety of reasons. It helps a pre-service teacher to be better prepared, models the value of time management and meeting deadlines, and enables preservice teachers to see the importance of achieving balance in their own lives. By learning time management and perfecting it a bit more, teachers will be less stressed and better prepared for their daily tasks.

2.6.2.4 Positive attitude.

A positive attitude is a necessary soft skill in the teaching profession. By being positive, teachers create learning environment that are encouraging and inclusive. Positivity also means that teachers will be able to take their own bad days and turn them around, making them more upbeat and constructive.

Modelling a positive attitude is important for both the teacher educators and students. As with any job, the teaching profession has both good days and bad. However, if a mentor teacher models positivity, it can make all the difference in how a preservice teacher will handle challenges in their future classroom.

One of the most important parts of modelling a positive attitude for preservice teachers is creating a positive environment in the classroom. Having a bright and cheerful classroom, being approachable, and setting the tone for learning are all

important items to model. Starting each day with a smile on one's face, being prepared and ready, and allowing students who had a rough time the day before to have a fresh start today are all important parts of modelling a positive attitude. Another way to model a positive attitude is to demonstrate appropriate behaviours in front of preservice teachers. Showing preservice teachers how to handle misbehaviours and mistakes in a kind and caring way will also help everyone involved to be more positive.

2.6.3   Teamwork

Task performance success typically requires working in teams as much as possible as well as producing high quantity work individually. Developing teamwork skills requires self-regulation, creating collaboration skills among students and modelling social intelligence behaviour. Incorporating teamwork skills in preservice teacher requires that teacher educator use strategies that tie student's individual success to the success recorded by other members of the group in a given task (Johnson & Johnson, 1994). This would ensure that all group members work together on the task. By doing so, they would learn how to work with others. Another example on how to infuse teamwork skills in a civic education class is to make students read and discuss some controversial stories with valued conclusions. The story and the conclusion to the story could help students have insight into the plights of others, thereby working together to solve or seek for solution to the problems. After students had successfully worked in their various teams, the teacher should ask questions to evaluate their comprehension of the content.

Good and Lavigne (2018, p. 305) explained that "questions are asked not only to monitor comprehension but to stimulate students to think about the content, connect

it to their prior knowledge and begin to explore" its application. Moore (2015) said that good questions ought to be clear, purposeful, brief and sequenced.

Moore (2015) emphasized that when questions are asked, provisions should be made of wait time for students to respond, wait time would give students opportunity to rethink the solution to the problem in diverse ways. Experts believed that questions asked, should be addressed to the whole class, distributed widely, asked conversationally and sometimes reflected to allow students to respond to classmate's answers.

2.6.4   Creativity

Creativity refers to coping skills of teachers such as critical thinking, problem solving, innovations and decision-making, and it focuses on testing students through an example or case study. Experts explained that students can be most creative in their task as a result of an appropriate instruction (Halpern, 1998). To inculcate creativity skills in students, Halpern (1998) posited that teachers should structure training activities to facilitate transfer across contexts. Leicester (2010) identified teaching strategies such as the use of case studies, discussion methods and cooperative learning strategies as the ideal procedures for incorporating coping skills in students. Using these strategies, students would be forced to think their way out of a situation to solve problems and, in the process, develop their soft skills.

For example, students can practice critical thinking skills when instructional systems allow students to understand the problem through an analysis of its structure. Educators can teach by first highlighting the problem, identifying the processes that could lead to the solution while students observed them and then allowing them to practice the skills on additional case studies.

Creativity skill is necessary for students because as they move into their task, performance becomes increasingly based on problem solving, critical thinking, innovation and decision making. Teaching strategies that could incorporate these skills in students must be such that are based on worked examples and practice, and evaluation designed to measure the student's level of thinking and analysis applied. Hitt and Smith (2017) said problem-solving lessons can come with various levels of scaffolding in the form of open inquiry, guided inquiry or structured inquiry.

The advantages of these procedures are that it places students into application or problem-solving context in the process scaffold their progress as they develop solution to problems. Furthermore, research examining the outcomes of problem-solving or inquiry approach shows support for student's achievement outcomes and attitudes, (Jiang & McComas, 2015), motivation (Nie & Lau, 2010) as well as conceptual change (Loyens, Jones, Mikkers & VanCog, 2014).

Dewitt and Alias (2015) explained that critical skill is crucial to thinking, but unfortunately this skill is lacking among graduates from higher institution. The authors advocated that problem-solving skills should be taught in new ways that could enable learners grasp the concept easily and make judicious use of it in the workplace.

Nayak and Rao draw attention to experts' opinion about teachers quality of instruction, they state that "leading educators over the past several years have emphasized that quality of instruction is a key factor influencing students' behavior and achievement" (Nayak & Rao, 2005, p. 358). The successful utilization of these teaching methods depends upon the nature of the teaching force, the choice of an appropriate method of instruction constitutes an important aspect in students learning. In his view, Adeyemi (2008) is of the opinion that institutions of learning have

influence on the extent of their students' academic achievement, that effective lecturers will certainly produce students that will be successful in their various endeavors.

Towards this end, Adeyemi (2008) reported that teaching objectives will not be achieved if the appropriate method of teaching a concept or topic is not applied. No single teaching approached is considered as the ultimate for teaching; there are certain topics that demand a combination of more than one method. However, to achieve the goal of equipping would be teachers with soft skills, expert suggest that teaching approaches that will make leaners use higher other thinking skills are very appropriate for soft skills transmission.

A fundamental issue of creativity soft skill is that it is not limited to education alone, it cuts across disciplines. In the field of teaching, a teacher that has initiative can create good learning environment for his/her students. For instance, the teacher can arrange seats properly in the classroom, can make students have confidents in him/her and so on. In the literature, experts explained that modelling the soft skills of creativity for preservice teachers will spore them achieve more in their day to day activities. Professors can model this skill in preservice teachers through them showing extra initiatives during their lectures. Explaining to preservice teachers that teaching goes beyond mere classroom instructions but rather it involves participating and contributing meaningfully in committees, grading student's assignment and also carrying out additional research and planning.

2.6.5 Lifelong skill

People acquire skills, knowledge and attitudes from day-to-day experiences and then continuously build knowledge and skills that enhance social inclusion, employability and work success. Lifelong learning skills are learned skills that allow

individuals to become responsible for themselves, thereby developing an understanding of communities and societies Griffin (2018). Hilderbrand (2008) explained that lifelong skills benefit individuals in tremendous ways. The study explained that through lifelong learning, individuals' minds are sharpened, confidence levels are raised, career opportunities are broadened and the individuals' ability to communicate well is enhanced.

Empirical evidence has revealed that participation in lifelong learning led to a change in attitudes among participants, enhanced social engagement and ultimately benefited health, work and family living (Manninen et al., 2014). Manninen et al. (2014) found that lifelong learning increases people's motivation to work as 93% of participants in lifelong studies reported that their participation motivated them to work harder.

The existing relationships between lifelong learning and work success indicated that TEs should incorporate lifelong learning into daily teaching to enhance the development of these skills in preservice teacher. Lee (2018) reported on new methods for teaching lifelong skills and concluded that teachers can incorporate lifelong skills in their teaching through several methods. First, encouraging learning ownership in students is believed to help learning stick. Second, turning mistakes into opportunities can help learners, who are both tough and fragile, by teaching them that mistakes should be treated as opportunities to improve and not as crimes. Mistakes remind students that there are better ways to think and work, enabling students to seek better strategies to accomplish goals. The last four strategies are providing learning tools, involving students in teaching their classmates, setting learning goals and creating time to play.

Flexibility skill a form of lifelong skill could also be taught in lessons by practicing various scenarios in a pre-service classroom. Professors could provide situations in which a lesson did not go as planned, an emergency happened, or a student asked a great question that was not anticipated in the lesson. By practicing for a variety of situations, pre-service teachers will be better prepared for how to deal with them in the real world.

A remarkable feature of soft skill is that it helps teachers to be flexible in their teaching. For example, pre-service teachers have spent four or more years learning to write lesson plans and create activities for their students. They are usually comfortable with these aspects of teaching but are often not as comfortable as when faced with change. Knowing how and when change is needed is a vital part of teaching, especially for those new to the profession. Here are some ways to teach the skills of adaptability and flexibility herein been referred to as lifelong skills in college courses and field experiences. Flexibility is a skill that first needs to be modelled by instructors in universities or colleges. When technology doesn't work, textbooks are on backorder, or a class schedule changes, instructors need to model flexibility and how to remain calm while still teaching the content.

Adaptability to change is also practiced in college or university courses, as state laws, professional organization, and other stakeholders are constantly amending teacher-licensing requirements. Being able to explain these changes, make university students feel comfortable, and assist in modifying the curriculum to these variations is also important at the university level. Modelling how one deals with emergency situations and changes in the curriculum and time frame is a great way to show how

lifelong skill is used in teaching, it's also of immense importance to pre-service teachers when dealing with co-workers and other colleagues.

2.7 Teaching Hard skills

Issues regarding teaching hard skills are discussed in this section for the sect of better understanding of teaching soft skills. In the field of teaching, various definitions of hard skills can be found. In her investigation of hard skills of mathematics teachers, Hendriana (2017, p. 145) shows that teachers hard skills are "their professional and pedagogical competences". Recently, Burns (2018, p. 41) proposes that teachers hard skills refer to teachers "knowledge and competences". A recent edition of the policy in teacher education in Nigeria (FGN, 2013) show that teachers hard skills consist of subject matter knowledge, pedagogy, measurement and evaluation among others. More recent evidence (Melser, 2019) suggests that hard skills in teaching includes but not limited to lesson planning, classroom management and classroom assessment.

Subject matter knowledge is the information needed to present content. If this is true, then the assertion that teaching history requires a lot of history learning or a degree in mathematics is a prerequisite for teaching mathematics can be hold. Yildirim and Yazici (2017) theories that subject matter knowledge deals with content of a specific discipline which includes theories, contents, phenomenon peculiar to the area. They found that teachers' level of technical knowledge is a predictor to the teachers teaching success.

Several studies have found a positive correlation between subject matter knowledge and students' achievements (Jadama, 2014; Wang & Gayle, 2015; Metzler & Woessmann, 2012; Hanushek & Rivkin, 2010; Smit, Weitzel, Blank, Rietz, Tardent & Robin, 2017). For instances, Jadama (2014) conducted a study to find out the extent

subject matter knowledge can predict student's achievement, the study reveals that teachers with higher level of mathematical knowledge of teaching ask more questions and give their students more opportunity to reason. Similarly, Metzler & Woessmann (2012) found that students' academic achievement depends on the teacher content knowledge.

Good and Lavigne (2018) authorities in teacher education affirmed that teachers grasp of content has significant effect on the teachers teaching success. It has been demonstrated that good teaching is a product of expertise, the more a teacher has sound knowledge of the content, the better the teacher's level of presentation, (Darling-Hammond & Lieberman 2012; Carter, 2018).). So, training teachers in didactic behaviour of explaining for instance cannot succeed if teachers do not have adequate understanding of the content supposed to explain. A review of the literature on this matter (Boothe, Barnard, Peterson, & Coppola, 2018), found that the magnitude of instruction and styles of instructions are directly dependent on the teachers' knowledge of the content to be delivered.

To say the least on content knowledge to teacher performances level, Good and Lavigne (2018) had the cause to saying that although Aloe and Becker (2009) found that teachers verbal ability has positive impact on students' achievement, this can take meaning only when the teachers' subject matter knowledge is sound. This illustrates the extent to which content knowledge is important to teachers' job performance

In Nigeria, one would have noticed that student's achievement is not high as it should be. Teachers tend to concentrate on trivial content and on routing tasks negating their role of explaining important and substantive concepts to student which accounts for their failure. WAEC (2018) draw teacher educators focus on soft skills, they

concluded that teachers may not exhibit their potentials maximally to warrant students high achievement when they themselves are lacking in soft skills for teaching. Thus, teachers' soft skills have direct effect on academic success (Boothe, Barnard, Peterson, & Coppola, 2018).

Discrepancy in teacher's level of competence in their professional knowledge arises from training inefficiency (Wilson, 1994; Good, & Lavigne 2018; Boothe, Barnard, Peterson, & Coppola, 2018). This is more illustrative in the findings of Wardoyo (2015) who found a statistical significance difference between professional competence to teacher performance having an effect of 0.64 (0.000 sig), this implies that the more professional a teacher is in the discipline the better the output in terms of teaching because their skills will make them teach in ambitious ways (see also Koponen, et al. 2017; Barton & Avery 2016) hence, to measure the extent of training received by the teacher is important.

Pedagogy refers to the methods and practices of teaching, it has concerns on how best to teach and this is governed by learners' background. knowledge and experiences including situations and environment. Prior research suggest that teaching strategies has significant effect on students learning, it shows that the interconnecting realms of instructive knowledge to content knowledge is significant in teaching and learning (Chupma, Yu, & Konovalova 2016; Kiel, Lerche, Kollmannsberger, Oubaid & Weiss 2016; Hale, Lutter and Shultz (2016). In their investigation on pedagogical skills of mathematics teachers, Savard and Highfield (2015, p. 28) shows that "a teacher of mathematics must also know how to represent a solution to such a problem with a picture, explain why the solution works, and identify common mistakes made by students as they solve". This position agrees with Barton and Avery (2016) which

reported that even teachers' with seemingly higher knowledge of content tend to focus on narrow conceptualization of their content areas during teaching, implying that good teaching requires more than subject matter knowledge. Wardoyo (2015), study measures teachers personality competence and their performance, this empirical study reveals that instructional strategies variables statistically affects teacher job performance with a magnitude effect of 0.358 at 0.013 level of significance. This shows that teachers who possess more advanced skills in their discipline, they would teach more to student's level of understanding. Also, Zulnaidi and Zamri (2017) shows that the use of software by teachers and students alike in teaching as a pedagogic strategy can enable teachers to widen their teaching scope by exploring various approaches to content delivery making them more creative in their classrooms. Since 2000, Wenglinsky, (2000) found that teachers use of multiple teaching strategies has positive effect their teaching success.

Assessment of students are primarily used to monitor the achievement of students after instruction, the outcomes of such assessment may be used for program adjustment. To achieve this desire, teachers need to possess the rudimentary skills for carrying out the task (Temple, Ogle, Crawford & Freppon, 2018). The importance of this assessment does not end with program adjustment rather it informs users of the quality of the programmes and the school as well as the entire education system.

2.7.1 Soft skills versus hard skills.

Soft skills are characters and dispositions that are exhibited in the classroom. They include items like strong communication and decision-making skills, along with other attributes that make teachers successful in their classrooms. In contrast to hard skills, they are often difficult to measure and explain in a simple list. On the other

hand, hard skills in the field of education are easy to teach. They are typically listed as objectives on course syllabi and measured easily on teacher-evaluation instruments. Hard skills in teaching include elements like teaching methods, assessment techniques, and subject matter knowledge. A student in a teacher-education programme can learn the basic elements of a lesson plan and produce a quality blueprint that contains all the necessary pieces for a successful lesson. Preservice teachers can also learn how to create assessments and tests to evaluate the learning of children and decide whether they have mastered a concept. They can be measured on a rubric to decide if proper testing techniques were used and if the evaluation was fair and accurate. It is easy to determine whether this hard skill was in place and accurate. A preservice teacher can be observed and evaluated for proper classroom management skills and a positive classroom environment. Items such as effective transitions and genuine praise and feedback can be videotaped to watch and self-evaluate to determine the great things in the lesson verses the items to keep working on. These hard skills are teachable, and it's easy to determine if the skills are in place or not.

The difference between soft and hard skills is that hard skills can be easily taught, modelled, and evaluated. They can be measured on a rubric or seen in an observation. Hard skills are the items listed as objectives on a college syllabi or teaching-evaluation instruments, and straightforward methods are used to measure whether they have been successfully demonstrated. Soft skills, on the other hand, are dispositions and attributes that make a teacher unique and ultimately successful in the teaching profession.

Research shows that soft skills are important characteristics found in teachers that allow them to communicate, get along, and participate in the professional community of teaching. They also allow teachers to decide, be flexible, and learn from

new situations. Soft skills include the value of a good work ethic and the ability to use appropriate stress-management skills in tough situations. Though they may not be easy to measure, they are important to the success of preservice teachers and the quality of teaching they will eventually provide to students in their classrooms (States et al., 2018; Melser, 2019; Kautz et al., 2014; Quigley, 2016; Klaus, 2010; DeAngelis et al., 2013; Cinque, 2016).

The definition of 'soft skills' and even its nomenclature differ from one profession to another. Specifically, what is deemed a soft skill in one area may be considered a hard skill in another. The general consensus states that soft skills normally complement hard skills in every ramification. In teacher education, hard skills refer to professional (content knowledge) and pedagogy competencies, whereas soft skills refer to social competence and personality (e.g. upholding ethics, effective communication, critical thinking, leadership/management skills, teamwork and problem-solving skills) (Heris, 2017). In other words, soft skills have something to do with personality attributes.

The demand of employers for teaching skills are currently changing in favour of soft skills, and these employers believe that those people with soft skills can easily adapt to changing situations, quickly solve problems, promote team spirit, give critical feedback, motivate students and other employees and set the pace for others to follow (Kechagias, 2011). Expectancy X value theory of motivation posits that soft skills help teachers accomplish their tasks smarter, not harder. As a result, Idrus, Dahan and Abdullah (2014) argued that universities should combine soft and hard skills in the curriculum to produce confident students with a sense of balance and proportion in these skills.

In terms of relevance's of both skills in the workplace, Tang (2018) reported that soft skills are being required in an increasing number of job openings across all sectors; for example, when employers are seeking for years of experience from their prospective employees, they are indirectly asking their applicants to possess some soft skills. Unsurprisingly, some studies suggest that soft skills are more relevant than hard skills (Bailey, 2014; Klaus, 2010), yet Jackson and Chapman (2012) showed otherwise. However, both of these skills are important in teaching and learning. Soft skills in the workplace can be viewed as a catalyst in a chemical reaction or serve as the 'ground' for the development of other skills because of their contributions to the configuration of one's meta-competence.

Therefore, teachers should be given the formal qualifications and personal skills because their jobs do not only depend on specific content and pedagogy knowledge but on proactive soft skills, including problem solving, communication, critical thinking, sense of time and leadership (Kechagias, 2011).

As a result of these differences and similarities between soft and hard skills, after highlighting the need for relevant education to drive the Nigerian economy, the Nigerian policy on education identifies the teacher as the key actor in achieving such need given that teachers nurture children into becoming members of an upstanding and competitive society. Therefore, this policy highlights the need to encourage a spirit of enquiry and creativity amongst teachers given the many benefits of having soft skills.

One of these benefits fits perfectly into the current job market, in which many fields are becoming increasingly competitive. To be successful in such a tough environment, teachers must bring along a 'competitive edge' that can distinguish them from other candidates with similar qualifications and comparable evaluation results.

Boachin and Hofman, (2013) suggests that such advantage does not come from only hard skills but also requires a sufficient amount of soft skills.

Recruiters prefer those teachers who can fit into their jobs from the very first time they are employed (Melser, 2019). If a teacher lacks soft skills, then his/her hard skills alone may not be sufficient for them to carry out their teaching task efficiently. Bailey (2014) argued that having good communication skills is valuable in job interviews and can even supplement any deficiency in the technical skills of a teacher. Displaying positive traits, including courtesy, honesty, flexibility, common sense and flawless appearance, during job interviews are also important for employers. Melser (2019) argued that technical skills alone will not help teachers improve their job performance. In this case, graduates, especially those coming from tertiary education institutions, should not only possess hard skills but should also have mature personalities and a well-balanced education. However, only few studies have examined soft skills.

2.8   Effect of class size

Success in job performance is a function of characteristics associated with formal training and factors in the work environment (Kirkpatrick & Kirkpatrick, 2009). Providing excellent training alone does not lead to a significant transfer of learning to behaviour without deliberate and consistent reinforcement from the work environment (Sandy, 2008, as cited in Kirkpatrick & Kirkpatrick, 2009). When trainees lack the necessary work environment to use their gained skills, the objectives of the training are left unfulfilled, and the expected outcomes are not realised. Studies on the correlation amongst the different levels in Kirkpatrick's evaluation model reveal that if workers consistently engage in critical on-the-job behaviour, then their individual

and overall productivity increases. Understanding the influence of work environment is valuable in determining the successful transfer of skills to the trainees.

The regulator of behavior in individual comes from confidence building activities, settings and or experiences (Bandura, 1986). Prior research has suggested that confidence building environment mediates achievement strivings (e.g., Bandura, 1986; Kautz et al. 2014;). Examples of behavior motivators that can mediate soft skills and job performance in workplace are pay and work environment (Kiruja & Elegwa, 2013; Jenkins, Mitra, Gupta & Shaw, 1998), need contentment (Lazaroiu, 2015).

Saidu (2015) identified school administration support and classroom climate as key factors that may affect the process of utilising skills that are acquired from trainings in the education context. Tracey, Tannenbaum and Kavanagh (1995) posited that the work environment of some trainees may limit their ability to transfer what they have learned. Therefore, this study hypothesises that work environment (class control) does not affect the performance of final-year undergraduates trained in federal universities in Nigeria. This hypothesis is based on the findings of (Kirkpatrick & Kirkpatrick 2009; Kozlowski & Hults 1987; Rouilerr & Goldstein 1993) and other researchers who found that organisational climate predicts job success. Kirkpatrick argued that when learning takes place, the attitude and skills at work of trainees in a suitable work atmosphere should improve (Kirkpatrick, 2011).

A confidence-building environment predicts workplace behaviour (Bandura, 1986). Some examples of behavioural motivators that can mediate soft skills and job performance in the workplace include work environment (Jenkins, Mitra, Gupta & Shaw, 1998; Kiruja & Elegwa, 2013), need contentment, work behaviour and job performance conduct (Lazaroiu, 2015).

It is possible soft skills improve employee performance by providing a suitable work environment. Accordingly, this study hypothesises that soft skills do not significantly demonstrate the influence of class size on teaching performance success. Mathieu, Tannenbaun and Salas (1992) suggest that even if skills are acquired from trainings, the climate under which such skills are put into use may not support the application of these skills, that is, the trainees may not have the appropriate resources or time to use these skills. Vandenberg (2012) explained that when education funds are limited and when accountability is the order of the day, finding the right ratio of teachers to students is critical.

Finding qualified teachers to work in a classroom is not enough; the number of students in the class also matters. Blatchford, Russel, Basset, Brown and Martins (2007) mentioned that class size affects classroom management, classroom instruction and the academic achievement of students. Therefore, teachers need to have adequate skills to cope in any situation given that they may not have control over the number of students in their classrooms.

Control of owned work environment is an initiative that can be self-start through personal initiatives to bring about positive outcome (Payne, 2019). It is a work behavior that is characterized by been persistent in overcoming difficulty that may arise in pursuit of a goal, this reflects the believe that success in teaching relies on teachers who actively engages all students in a multidimensional classroom and have the basic skills to continuously improve their work environment.

A successful training program is expected to be seen manifested on the job performance of the trainees Kirkpatrick (2012). Kirkpatrick explained that the one way to measure the successful implementation of a training program is through the

assessment of how trainees used the acquired skills at workplace. This implies that success in job performance depends on what characterizes the formal training plus the prevailing circumstance in the workplace itself. Understanding the influence of work environment is valuable because it can help to understand whether skills were successfully transferred on the trainees.

Recall that Saidu, (2015) argued that during utilization of acquired soft skills within the education context, school administration support on one hand and the classroom climate on the other are key factors that may affect the process of utilizing the skills gained from training. Tracey, Tannenbaum and Kavanagh (1995) posits that the work environment of some trainees may limits their ability to transfers what they learned

In fact, Vroom's expectancy theory explains that future success does not just occur out of share luck, it is been speculated and plans are to be put in place to ensure success. The plans provide motivation to people for realization of the objectives. In other words, when machineries are in place, people become confident in striven to realize the anticipated goals. This theory places much emphasis on the process and content of motivation, believing that decisions will ultimately have their desired outcomes.

Konig and Steel (2006) suggest that for people to be so motivated to act for the future, one of or all these three conditions must be satisfied. The people most placed value or attach importance on the expected outcomes, they must have a conviction that they can also contribute to the success that is they are instrumental, and the people have the know-how to bring about the successful achievement of the future outcomes.

Student learning is the expected outcome of teaching, when teachers have the ideal environment to practice their skills the result is teaching success. Since teaching, which entails an intimate interaction between teachers and students, leads to learning. In the classroom setting, the level of student achievement is influenced by the level of interaction between the teacher and students. According to Laurillard (2012), teachers class control can increase the rate of interaction between students and the teacher and even between student to the curriculum content. Laurillard (2012) further explained that the teaching and learning process involves series of interactions among the elements of the school system namely, the teacher, the student, the curriculum, the instructional aids, the school environment and so on.

Teaching objectives cannot be maximally realized without being related to learning situation. For instance, in a situation where the class-size is large, there would be swelling mounds of paperwork such as homework to grade and examination scripts to grade, leading to less physical space per student in already tight classrooms (Saidu 2015). Over populous classes also mean less time with teacher for each student. This situation according to Wilms (2006) is bound to bring difficulty to an already difficult job. On the other hand, since 1999, Molner as cited in Blatchford (2003) illustrated how class size benefits in teaching, she concluded that small class size has positive effect on instructional time, teaching satisfaction and knowledge about the students individual differences. This indicates that the number of students in a class has ripple effect on teaching. It affects free flow of instruction, thereby increasing the time spent in explaining a concept. It can contribute to classroom disciplinary cases; it can affect teacher to student contact and so on. Although Blatchford (2003) explained that teachers personality skills rather than the number of students in the class is what makes a good teacher.

Broadbent, Pnandero and Boud (2017) calls into question some past assumptions about class size, they reach the conclusion that small classes, has positive effect on teacher's identification of troublesome students, it has strong effect on given students feedback and a positive effect on teachers change of teaching method. This as it may, the most contentious issue in the school system nowadays is reducing class size. In his critique of class size, Hattie (2007) questions the need for reducing class size, he argues that "teachers rarely change how they teach" even they change to different class size. This is about the major reason why reducing class size has minimal effect (0.021) on student's achievement, revealed from a meta-analysis of over 1200 empirical studies (Hattie, 2015). More recent evidence (Austin & Sciarra, 2016; Emmer & Evertson, 2013; Korpershoek et al., 2015) suggest that soft skills has positive effect on teacher's class control irrespective of the number of students in their class.

Having effective control of owned class requires knowledge and well-developed skills. And, in every observation system used for evaluating teachers, a substantial part of the evaluation system is based on teachers' classroom control skills (Lavigne & Good, 2015). Although there are no steadfast procedures on how classrooms can be managed, the management of classrooms varies with context. However, good classroom control procedures that arouse through solid research advices teachers that classroom control in the past was mostly on untested theory or individual testimonials about what works best for teacher "A" or teacher "B".

There is a considerable amount of literature on class control. Several studies (Austin & Sciarra, 2016; Emmer & Evertson, 2013; Korpershoek et al., 2015) among others have found that teachers who skilfully consider class control are much more

successful than teachers who looked at it from a disciplinarian point of view since they lack the skills to carry of effective class control.

Teachers classroom control is important in teaching because researches have confirmed that the teacher's ability to have control over his/her classroom no matter the number of students in the class provides the foundation for increased students achievement gain (Gettinger & Kohler, 2006; Voight, Austin & Hanson, 2013; Korpershoek et al., 2015). Freiberg et al. (2013), experiment in 14 elementary schools in an urban school district where treatment group teachers were exposed to a pro-social classroom and instructional management treatment programs revealed that the teachers who learned the proactive skills out-performed teachers in the control group. It's quite ideal for teachers to possesses the correct class control skills because Valdebenito et al. (2018) review of literature revealed that spending excessive amount of time on classroom discipline reduces the time that teachers can spend on quality instruction by 20% of the instruction time.

Quality instruction can be achieved through effective instructions in an active and nurturing environment to make students be acquainted with the soft skills enshrined in their curriculum or hidden curriculum normally handled at the undergraduate level. Unfortunately, nowadays, the general impression is that the quality of Nigerian graduates is fast deteriorating. This may be because of the nature of the lectures, incidences of inadequate implementation of the curriculum, and inadequate instructional material making it difficult for students to acquire skills necessary for their assignment (Fuller, Pendola & Young 2018; Pa-alisbo 2017; Gilman & Kiger 2003). To become good classroom managers requires knowledge and well-developed skills, remember in every observation system used for evaluating

teachers, a substantial part of the evaluation system is based on teachers' classroom management skills (Lavigne & Good, 2015).

It has now been demonstrated that classroom management nowadays is based on principles that guide decision making (Austin & Sciarra, 2016; Emmer and Evertson, 2013; Korpershoek et al. 2015) among others found that teachers who possess classroom management skills are more successful in teaching than their peers. Classroom management is important in teaching because good classroom management provides the foundation for increased students achievement gain (Gettinger & Kohler, 2006; Voight, Austin & Hanson, 2013; Korpershoek et al. 2015). It's quite ideal for teachers to possesses the correct classroom skills since Valdebenito, et al. (2018) reported that spending excessive amount of time on classroom discipline reduces the time that teachers can spend on quality instruction by 20% of the instruction time. Table 2.2 shows the historical and emerging conceptions of classroom management.

Table 2.2

Historical and emerging conceptions of classroom management

Traditional classroom management	Emerging conceptions
The teacher is in complete charge.	Classroom management is organized by the teacher with students
Teacher management is based on control and compliance	Management relies on trust and caring by the teacher and student
Classroom duties are often performed by the same student	All students are involved in maintaining classroom discipline with frequently routine position and duties
Discipline is basically control and punishment	Students learn self-discipline
Maintenance of the classroom is done by the teacher.	Students are an integral part of classroom management.
Rules are developed by the teacher and given to the student	Teachers and students collaborate to create a set of rules that everyone agrees with.
Consequences for infractions tend to be the same regardless of the circumstances	Consequences are rational and fit the situation
Rewards are mostly concrete and external	Rewards are typically internal as students feel good about their increasing personal responsibility
Student rarely see people from outside the school	Students often see people from the community.

Adapted from Good and Lavigne (2018)

2.9   Teaching performance success

Every employee is expected to contribute positively to the growth of the system. The extent of the workers contribution will most likely depend on the workers commitment to duty. No doubt the employee with adequate skills for that job is expected to contribute more significantly. Experts on teaching and learning claims that the efforts teachers put towards improving their students' academic achievement is a measure of their teaching performance (Fredrick 2013).

Teachers competence is a consideration when it comes to students learning, it has a direct effect on the achievement of students, there is a common believe that teachers cannot offer what they do not have. Teachers competence are multidimensional, they include technical competences and soft skills. Teachers with these skills are expected to play significant role in closing the achievement gap in student's achievement. Fredrick (2013), analysed the indicators of teacher's job performance while teaching, the study indicated that learner's motivation is one most important factor that may impact teacher's performance. The study explained that teachers' inadequate skills to deliver materials to learners, poor pedagogy, inappropriate assessment of students, poor classroom management are other factors that can damping student's motivation for learning leading to poor academic achievement.

It has been suggested (Uko, Umosen & Caleb, 2015) that teaching strategies, excellence in subject matter and personality skills are predictors to the teacher's job performance, and this seem to be a useful prediction. Teachers job performance is concerned with overall ability of the teachers to exhibit the right attitude to work, be

committed and dedicated to the teaching roles and making deliberate efforts toward the realization of educational objectives.

Teachers efforts towards their student improvement in academics performance, is an indicator of their teaching ability. Prior literature suggests that possessing soft skills assist the teacher in lesson planning, delivery and even during presentation of the evaluation results (Nnebedum & Akinfolarin, 2017; Marzano, Marzano, & Pickering, 2003). This is something of advantage because it enables the teacher to make precise planning on what can be achieved within a specified time. They also have positive effect on teacher's ability to manage time efficiently, maintain good relationship with colleagues, show respect for constituted authority and have good passion for their students learning.

More recent evidence (Good & Lavigne, 2018) suggest that instructional behaviour of teachers depends significantly on teachers' soft skill, the combine implementation of these actions leads to productive teaching of academic concepts and skills. They make a distinction between the teacher instructional behaviour frequently associated with students' achievements: -

- Appropriate expectations: do all students receive an appropriate demanding curriculum? Are teacher expectation positive and forward looking for students who vary in achievement level, gender and socioeconomic status.
- Supportive classroom: Do teachers support students and encourage them always especially when they struggle. Do teachers support individual difference in learners

- Effective use of time: Do teachers start a class promptly, plan transitions well and help students' focus on key ideas? Move from on activity to another within a lesson.

- Opportunity to learn: Do teachers present content at the appropriate cognitive level to assure suitable pace and challenge?

- Intellectual push: Do teachers encourage students to think, to learn from their mistakes and strive to do better.

- Coherent curriculum in sequence: Given that content and expectations have been established for student's performance, is the curriculum logically sequenced?

- Active teaching: Do teachers actively present concepts and supervise students initial work and then encourage them to extend meaningfully on teachers' initial presentation.

- Balance procedural and conceptual knowledge: Do teachers encourage students to understand knowledge and apply it.

- Proactive management: Do students know what to do, how to do it and when confused how to access help?

- Teacher clarity: Do teachers focus students on lesson objectives.

- Review and feedback: Are students presented with frequent preview, do teachers give frequent feedback to students so that they know if they are making adequate progress and how to correct difficulties when they occur? Do teachers offer students opportunities to apply feedback to improve their work in future lessons on activities.

- Teacher enthusiasm and warmth: Do teachers express that they care about the content being studied as well as the students who study it?

- Instruction curriculum pace: Do teachers go through the curriculum reasonably briskly? Are teachers attentive to students concerns and reteach content if necessary?

- Teaching to mastery: Do teachers focus on students learning all materials and minimize tangential materials?

- Adequate subject matter knowledge: Do teachers have adequate subject matter knowledge?

Literature review (You & Kang 2014) show how teachers teaching practices caused students learning, the review from such studies has created an understanding that teachers that are effective stand out in any place they are found they cannot be hidden during their classroom teachings. They exhibit elements of soft skills that make them to easily connection between new learning and previous learning, give the necessary support to students during teaching and learning, makes use of variety of instructional strategy in other to carry every student along during instruction, conduct checks and balances regularly to identify learner's strength and weakness and many more (Darling-Hammond et al. 2012). The responsibility or duties performed by teachers involves providing a comprehensive and authentic performance portrait of effective teachers as in instructional planning, proper instructional delivery, proper organization of learning environment and professionalism.

Studies exploring the role of training in teacher behaviour revealed a clear link between training and teaching behaviour in schools. Teacher training has been shown to promote the teachers' ability to support students learning of the concepts in schools. Teaching is an activity that involve process and outcome, the work of You & Kang (2014) on the relation between process and outcomes in teaching give evidence that

classroom interaction between teacher and student has positive effect on students learning outcomes. You & Kang (2014) explained that teachers who are enhance in their training skills frequently utilise time management, reviewed materials regularly, sought help from professors or peers, meet deadlines, and had the skills of metacognition to reflect on their own learning.

A recent review of literature (Chien, 2016) found that teacher's ability can serve as a motivator towards carrier choice of students. In his investigation, Chien (2016), conducted a study on form four chemistry teachers' conceptualization of pedagogical content knowledge in Malaysia, the results reveal that forty two percent of form four enroll in sciences streams because of effective sciences teachers. In contrast (Kola & Akanbi, 2013; Bhowmick, Banerjee & Banerjee, 2013) in their separate studies found out that enrolment of students into the sciences was poor due to ineffective teaching in schools in Nigeria. Also, more studies on effects of teacher on student's outcome indicate that difference in teacher effectiveness has strong effect on students' grades (Fong-Yee, 2013). Since 2005, Darling-Hammond found that students who are assigned to several ineffective teachers in a row have significantly lower achievement than those who are assigned to several highly effective teachers in sequence.

A recent review of the literature on effective teaching of higher-order thinking in education (Yen & Halili, 2015) found that teachers limited knowledge of higher-order thinking skills eventually leads to the teachers' inability to assess students higher-order thinking. The review further illustrates that the teachers' pre-services training initial inadequacy in knowledge of higher-order thinking strategies was often responsible for the teachers' inabilities in instructions and assessment of this skills.

Crucial factors that empower teachers around the world to discharge their functions effectively are their ability to have hard skills such as subject matter knowledge, utilize appropriate pedagogic strategies, and properly utilize the best assessment technique and a variety of teaching soft skills (Chien, 2016; Haertel, 2013; Damar, 2014).

In the literature there are many examples that shows teacher training has direct linear relationship to soft skills development (Downs, Downs & Rauk, 2008; Said 2013; Haertel, 2013; Harris & Sass, 2008; Rice, 2010). Soft skill developed from participating in teacher training has direct effect on teaching job performance. In other words, teacher job performance is influenced by teacher possession of soft skills directly.

In a major advance, Dewi, Bundu and Tahmir (2016) surveyed teacher preparation and teaching performance, they found that teacher training has a linear relation on teacher performance. For instance, when the teacher is well trained as shown in many studies, they will perform effectively at workplace. Pa-alisbo (2017) explained that teaching in the 21st century needs proactive skills that can enable teachers to do lesson planning, development and evaluation in a standardize way.

Lesson plans are road maps to facilitate teaching and learning. When done effectively, it should reflect the needs of every learner in the class, identifying what to teach, how to deliver the content and how outcomes will be measured. A cardinal advantage of development of lesson plan is to accommodate students with diverse background, for instance, in a class setting, students come in with various levels of experience of the subject matter and different socio-economic background. Scholars argue that teachers can only develop such an important knowledge from collegial

professional training (Heaton, 2000). In technical terms, lesson planning is been regarded as the means to ensure effective classroom performance (Rusznyak & Walton, 2011), reduce time spent managing student's behavior and improve achievement for all students (Nagro, Fraser & Hooks, 2019).

An important area in the field of teaching is planning the curriculum or rather the activities for teaching. Planning involves a wide range of activities that calls for enough use of soft skills by teachers, since it involves the decisions making process about content, materials, procedures and so on for which schools are responsible for (Burns 2018). A well-planned curriculum is a result of clearly defined objectives that can improve students learning outcomes. Therefore, the objectives must be suitable and attainable by all students despite their diversity. This is hinged to the importance of soft skills. In his introduction, Burns (2018, p. 41) shows that 'the importance of soft skills is described for achieving teaching and learning outcomes by educational instructors'.

The best teachers plan the curriculum with the best motivation strategy to be followed since they are close to the learners. It has been suggested that teachers teaching success is demonstrated through effective lesson planning. This involves providing clear information about lesson objectives and instructional strategies, relating objectives to content, incorporating technology in planning and so on (Mehdenizad, 2012; Moreno-Murcia et al., 2015), and this seems to be an innovative approach. Since 2004, Bain demonstrated that teachers teaching excellence involves applying soft skills to achieve greater learning outcomes.

Establishing evidence of result is often demanded during curriculum implementation process to ensure accountability, catch deficiencies, advancement,

placement and so on. It involves collection of data to determine the worth of the program. Besides teachers must have proofs for their actions in classrooms. Lesson evaluation is a critical issue in teaching, teachers need to know the achievement of their students and their own performance in the classroom. It is common knowledge that determination of lesson results requires enough soft skills on the side of the teacher since teachers must ask the right questions, at the right time, with the correct turn, and then allow enough time for students to response while ensuring that all students are adequately engaged. Since 1990, McNiel an authority in curriculum evaluation mentions that determination of lesson results attempts to answer two questions 'do planned learning opportunities, programs, courses and activities as developed and organised actually produce desired results? How can the curriculum offerings best be improved? All these calls for effective teaching on the side of the teachers.

A number of empirical studies have found that teacher training has direct effect on teaching performance. for example, Andrew (2000), Rahman (2011) and Macqual, Umi and Hutkemri (2020, in press) reported that teacher training has direct positive effect on teaching performance. In particular, Macqual et al (in press) affective domain restructuring therapy has positive effect on active teaching and the intervening variables had different effect sizes on active teaching. It has been suggested (Rice 2003) that "the selectivity/prestige of the institution a teacher attended has a positive effect on student achievement, particularly at the secondary level". This may partially reflect the cognitive or psychomotor or soft skills ability of the teacher or even a combination of all.

2.9.1   Effective teaching

Effective teaching involves presenting information to students, involving them in interactive discourse, and engaging them in learning activities. Literature review suggest that teacher effect research have been extensively conducted; cumulatively, results demonstrates that effective teachers strive to teach their students comprehensively. If their students do not learn something the first time, they teach it again in a different way, if necessary, and whenever the available teaching materials are not enough, such teachers use their initiatives to improvise.

Teachers that are effective usually put extra time in planning their lessons and even in delivering the lesson, they ensure that their students have a grip of the content. As a result, their students spend more time engaged in academic activities than do students of teachers who are less focussed on instructional goals. Furthermore, their mix of learning activities allow their students to comprehensively understand the concept taught.

Teaching and managing are the two predominant activities that take place in a classroom. Education research has consistently demonstrated the importance of classroom management. Previous studies suggest that effective teachers normally organise their classrooms in an orderly manner to make it conducive for teaching and learning thereby encouraging cooperative and supportive students' behaviours (Evertson & Emmer, 2013)

Teachers often have a specified curriculum to cover within a specific period. Good and Lavigne (2018) showed that the way teachers implement the curriculum can have influence on student's achievement. They demonstrated that effective teachers implement the curriculum in steps that make students develop more interest in their

learning. Even though teachers go through the curriculum relatively quickly, they take care to assure that their students can both understand and apply new knowledge.

Effective teachers discourage their students from rote learning, they do so by properly teaching them rather than allowing them to learn mostly on their own by reading texts and working on assignments. However, they teach them by laying emphasis on understanding and applications. As student's self-regulation increase, they are encouraged to assume more responsibility for managing their own learning. Teachers encourage students to think, to learn from mistakes, and strive to do better. When students have difficulty in responding, teaches frequently prompt the students and encourage students to think and to deal with difficulty when they encounter it.

2.10   Impact of previous teacher training

In the literature, (Chan et al. 2017) showed that several research evidences revealed prior knowledge is correlated to present and future learning. They further explained that new and subsequent learning will be difficult when prior learning does not scaffold it. From their literature review Chan et al. (2017, p. 137) concluded that 'a prior knowledge base is a key to further development and consolidation of generative knowledge base'. This is in conformity with Ausubel, since 1959, Ausubel said what the learner already knows is an important factor in future learning.

In 1997. Madigan found a direct positive effect on course taking in high school and students' proficiency in since. One decade after, Fayowski (2009) found that prior course work in calculus at the pre-degree course improves student's subsequent achievement in calculus at the university level. Taking together, these studies suggest that prior course taking is an indicator for higher achievements in subsequent learning. Contrary to this position, Chan et al. (2017) found that all students showed significant

improvement irrespective of their prior exposure to general education course. Put in another way the study revealed that the students benefited from the course in the same way. These and many other evidences showed that there is considerable controversy surrounding student's previous experience.

The popular believe is that students without previous knowledge of '*curriculum instruction*' course, a soft skills course will have problems in grasping the concepts because of the unfamiliar environment they find themselves. However, experts say this difficulty will diminish when the processes of delivering course content are efficiently handled, in other words, teaching approaches can mediate prior learning. Gauci, et al. as cited in Chan et al. (2017, p. 156) posits 'that by employing a personal response system in large-group lectures, even students without prior knowledge of the subject matter can benefit significantly'.

In the literature there are many examples of how professional educational programmes, such as teaching, nursing and medicine, usually have well-developed institutional structures work for preparing students for work. Increasing numbers of students are involved in such professional programmes due to popular demand (Thune & Storen, 2015). Studies over time had shown that studies that done at regular basis has capability of increasing the skills students in meeting up with their job requirement, updating their skills and so on.

A growing body of literature has investigated previous education on achievements, Uppal, Mishra and Vohr (2014) explained that prior related exposure has an insignificant moderating effect on job performance. Byrne and Guy (2012) in a study on undergraduates' perception of course novel format among students who had taking the course before (continuing) and students offering it as first timers (new)

reported that continuing students' perception was significantly more positive about the novel format task than their new students using prior exposure as a moderator. It is possible that any of these scenarios exist in the study area.

Since 1972, Bransford and Johnson as cited in Brod, Werkle-Berner and Shing (2013) found that students who received relevant previous knowledge showed superiority in comprehension and could recall the concepts faster than their counterparts. In his investigation, Svinicki (1993) shows that previous learning could influence how the learner perceives new information. Anderson and Fejas (2012) reported on effects of prior knowledge and concluded that while prior knowledge makes learning of new concepts faster, it makes verification of the facts slower creating interference (fan) effects. They further explained that prior learning and the success of current training are not always easily predictable, but they concluded that there is no gainsaying that prior learning is a good starting point for new learning, it can enable learners to do more professionally at work learning.

The growth theory draws attention to the fact that individuals' initial level of educational qualifications determines their superiority in sourcing, evaluating and absorbing new information enabling them to implement their ideas at faster rates (Nelson & Phelps, 1966). According to Nafukho, Hairston and Brooks (2004), training institutions modelled in learners more knowledge and skills thereby improving their productivity.

In the study area, persons that possess an advance level qualification (experienced preservice teachers) that is lower than a degree who require up-skilling are normally allowed to enrol in for degree programme along with fresh entrants (novice preservice teachers), the motivation is to improve carrier. Experience showed

that the measure reason many candidates in the study area attend NCE before there degree programmes is either because they could not gain direct admission for their bachelor's degree or they had deficiency that must be remedied or any other social factor.

Little wonder, establishment of studies that are pre-degree programs featured conspicuously in tertiary education because this mid-wife the provision of educational opportunities to people throughout life. By means of attaching more importance in tertiary education to realize the objective of equipping teachers with advanced skills required to grow the economy.

Since the emergence of the last policy on education, teaching in senior secondary schools demands that the teacher must have a degree in education. The Bachelor of Education degree programs are offered at faculties of education in universities across Nigeria under the watchful eyes of NUC. Teaching at the lower basic level is handled by NCE holders and so to qualify for teaching at the post basic level, the NCE holders further enrol for degree programs for upskilling.

To qualify for teaching in senior secondary, grade two certificate holders and NCE holders further enrol into university for bachelor's degree in education. Hence, persons that enrol for bachelor's degree in education are from three categories; holders of senior secondary certificate, holders of grade two certificate and holders of NCE who expectedly join at 200 levels.

Students enrolled into 200 level in the university do not stay for more than four years studying to gain their degree (Callender, Wilkinson, Gibson & Perkins, 2011). Several reasons accounts for student's enrolment into universities at 200 level across

Nigeria, some of these are, the economic downturn of the parents and or wards, severe constraints on higher education access, inadequate infrastructure to accommodate students willing to enrol for university teacher education, shortage of man-power in the tertiary institutions, social factors (age, employment, family) and other circumstantial reasons and so on (Campbell, 2012; Jackson, 2015; Raffe, 2014).

Researches show that enrolment level of studies can make or mar the acquisition of soft skills thereby affecting the productivity of the student. For example, when the student is not allowed adequate time to concentrate on the study, less soft skills while be acquired and it may lead to ineffective job performance. Although individuals may have their reasons for, studies suggest that students that had training through NCE programs linked their performance to the advanced skills acquired in previous training programs. Majority believe that when a student is trained in advanced skills (soft skills), the organisation will be the one to benefit, it will result into productivity and efficiency (Thune & Storen, 2015; Eurostat, 2015)

Many attempts have been made (Dorsett, Lui, & Weale, 2010; Egerton & Parry, 2001) in order to investigate the benefits of NCE, the studies reported negative effect of NCE such as difficulty in getting employment and low wage. But more recent evidence suggests that holders of bachelor's degree that enrolled after completing NCE as experienced preservice teachers in their undergraduate have more personal transversal competence than their counterparts the new enrolees.

In this study, previous teacher education serves as a moderator in the relationship between soft skills gained and teaching success. Moderation is an interaction effect that can take place when the relationship between two constructs differ due to the

existence of a third construct (Henseler & Chin, 2010). When moderation is introduced in a model, the variation can affect the direction or strength of the relationship.

2.11   Conceptual frameworks

In the literature learning experiences in school is organized in the curriculum in respect of each area of specialization. Exploring all the skills that interest educators in all these disciplines and its various domains in a single study would be unrealistic. Realizing the critical importance of soft skills, the current study focusses on the common soft skill that is linked to teacher education which are important for teachers to learn to be successful in their teaching and for future living. The purpose of developing this model is to create a framework which would explain the relationship that student's soft skill knowledge shapes their future successes in teaching and future life.

To achieve this purpose, the framework was developed inductively and deductively from review of current literatures on teacher training, teaching soft skills, teaching performance success and the use of existing models of skills assessment as guides. In doing so, the following frameworks were reviewed; Kirkpatrick training effectiveness model, assessment and teaching of 21st century skills framework, framework for 21st century skills and model of transfer training were reviewed and highlighted. All forms of models suggest a strong tie between training and job performance.

2.11.1 Kirkpatrick's Evaluation Model

Kirkpatrick's training effectiveness model is use by trainers to assess the effectiveness of their curriculum objectively. This model was first developed in 1959 and has undergone several updates but the central focus remains as a training effectiveness model with a view to guide curriculum evaluation (Ulum, 2015).

The model has four levels in hierarchical order, the model shows that linear effects or relation occur in the levels, that each higher level depends on its lower level as follows: -Level one: reaction; Level two: learning; Level three: transfer/behavior; and Level four: results. See figure 2.1.
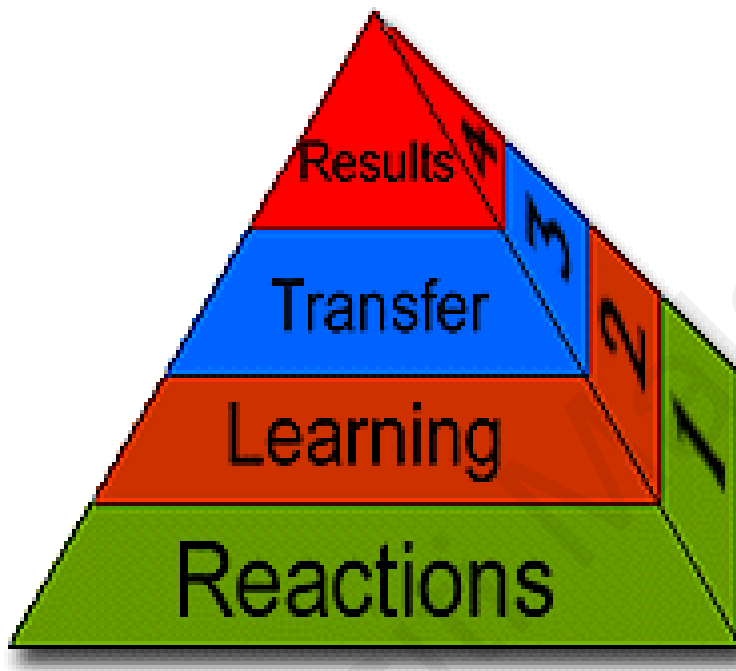
Figure 2.1 Kirkpatrick's four levels of evaluation (source: Kirkpatrick 2011**).**

Level one has to do with the reaction of the trainees about their undergraduate training, about the worth of the training, the success, the strength and weakness of the training. At this stage SWOT (strengths, weaknesses, opportunities and threats) analysis of their training program is obtained (Alturki & Aldraiweesh, (2014). Questions about the teacher's perceptions regarding the training are asked, for example, was the learning experiences related to their work, this type of evaluation is often called a smile sheet (KirkPatrick, 2011).

Level two has to do with the learning that was acquired by the preservice teachers themselves that brought about changes in them. These changes involve changes in soft

skills, knowledge, and attitude. The second level gives an assessment learning, this takes the evaluation beyond mere satisfaction as explained by (McDavid, Huse & Hawthorn, 2013). This is quite a logical level of a process for assessing teacher training, because the outcome of which will offer a possibility for assisting teacher development and improvement.

Level three tries to ascertain whether participants of the training are putting their new skills to use, experience teachers are anticipated to put the skills acquired to use, they are expected to demonstrate their new skills and put in the right attitude on the job. According to Wartenweiler (2018), "this level measures the transfer that has occurred in learners' behavior" from participating in teacher education, it can be measured through questionnaire survey of the teachers.

The final level is the results of the training, at this level some outcomes to consider are increased production, reduced waste (failure), increased student achievement etcetera, (Alturki. & Aldraiweesh, 2014). This shows that to some extent teachers are to be hold accountable to outcomes. If this is so, then teachers must be equipped with the best ways to achieve the goal of higher students' scores

Many studies have been published on the use of Kirkpatrick model as an instrument in evaluating the success of training systems (Alturki & Aldraisweesh, 2014; Gill & Sharma, 2013; Ulum, 2015). Some of these studies adopted the model others added additional construct while some tested the validity and another tested Kirkpatrick model through focussing on specific construct.

In this model, the reaction level has to do with feelings of students about a training program, it involves the wish reaction of learners and their satisfaction with a

program, it tries to ask their opinions/perceptions patterned to their educational programmes (Frye & Hammer, 2012; Gill & Sharma, 2013). Learning level assess the level of knowledge achieved because of exposure to the training programmes, so it involves measurements of acquisitions due to the program (Frye & Hammer, 2012). The utility of the knowledge achieved at level two is hereby measured at the behaviour level been the third level. It assumes that when learning takes place, the trainees' attitudes and shills at work should as well improve. The last stage is the results level, it measures the entire success recorded by undergoing the educational program or training (Alturki & Aldraisweesh, 2014).

Frye and Hemmer (2012) said that, learners wish should form bases for knowing the students feeling about a training programme. As an example, trainees' consent about the significance of the training for their learning should be seek, the model in totality tries to measure outcomes noticed on learners that have spent some length of time receiving training. The model is summarized in table 2.3.

Table 2.3

Kirkpatricks' model

Levels	Brief Description
1. Reaction	• The reaction level has to do with feelings of students about a training program, • it involves the wish reaction of learners • Involves their satisfaction with a program, • it tries to ask their opinions patterned to their educational programmes (Kirkpatrick 1998; Ulum 2015).
2. Learning	• Trainees gain new methods, • advance skills due to the program. • assesses participants achieved experience, • assess the level of knowledge achieved because of exposure to the training programmes, • involves measurements of acquisitions due to the participation in program (Frye & Hammer 2012; Lynch, Akridge, Schaffer & Gray 2006).
3. Behavior	• Seeks to know whether new skills are used. • Data of the first and second level is necessary to clarify the outcomes of the third level evaluation. • The utility of the knowledge achieved at level two is hereby measured at the behaviour level been the third level. • It assumes that when learning takes place, the trainees' attitudes and skills at work should as well improve. (Kirkpatrick 2011; Schumann, Anderson, Scott and Lawton 2001; McLean and Moss, 2003)
4. Results	• it measures the entire success recorded by undergoing the educational program or training (Alturki and Aldraisweesh 2014). • It aims to measure the influence of the arranged events on the institution's goals. • show the students' ability to perform more successfully because of the education conducted. (Kirkpatrick 2009; Dhliwayo and Nyanumba, 2014).

2.11.2 Justification for adapting Kirkpatrick model in the present study

Bates and Coyne (2005, p. 12) posits that "Kirkpatricks' four level models have acted as the fundamental regulating scheme for educational evaluation for several years, there is no questioning about the model having made significant supplement for educational evaluation practices".

The theory was used as a lens in conducting the study because preservice teacher carefully report the strength of skills with their experience from the course which is the level of reaction and learning, the demonstration of their learning would be assessed in their behavior in handling different class sizes and then preservice teachers' perception of their perceived job performance would assess the teachers expected level transfer of learning and the outcome of their job.

In the literature, Pianta and Kerr (2014), explained that research in education has experience a paradigm shift overtime, they showed that in the 50s and 60s, the focus of research was on teacher characteristics, in the 70s this focus shift to teachers' beliefs, then in the 80s and 90s the focus shifted to teachers thinking. In recent years there has been growing interest in researching soft skill, that is considerable focus is centred towards teachers' behaviour and action e.g. what teachers do.

This implies that the current research is on the right pedestal for it aims at determining possession of soft skills by preservice teachers which will be a prelude to the actions and behaviours of the teachers. This is to show that value most be created before it is demonstrated since ultimate intent of Kirkpatrick's model was/is to show the value/worth of training.

2.11.3   Lambs' framework for 21st century skills.

This framework was developed by Lamb, Jackson, and Rumberger (2015). The central focus of this model was to identify the set of skills that enhances student's integration into work and community living. This model organizes skills in five categories as shown in figure 2.3. In the model, Lamb and others proposed that behavioral engagement is a mediator between intra/interpersonal skills and student's success. Then intra/interpersonal skills have direct effect on cognitive skills and

ultimately on student's success. While cognitive skills play dual roles as both direct and indirect influence. The strength of this framework is that it focused on educational skills (cognitive and noncognitive) as well as engagement as avenues for ensuring work and future life success.
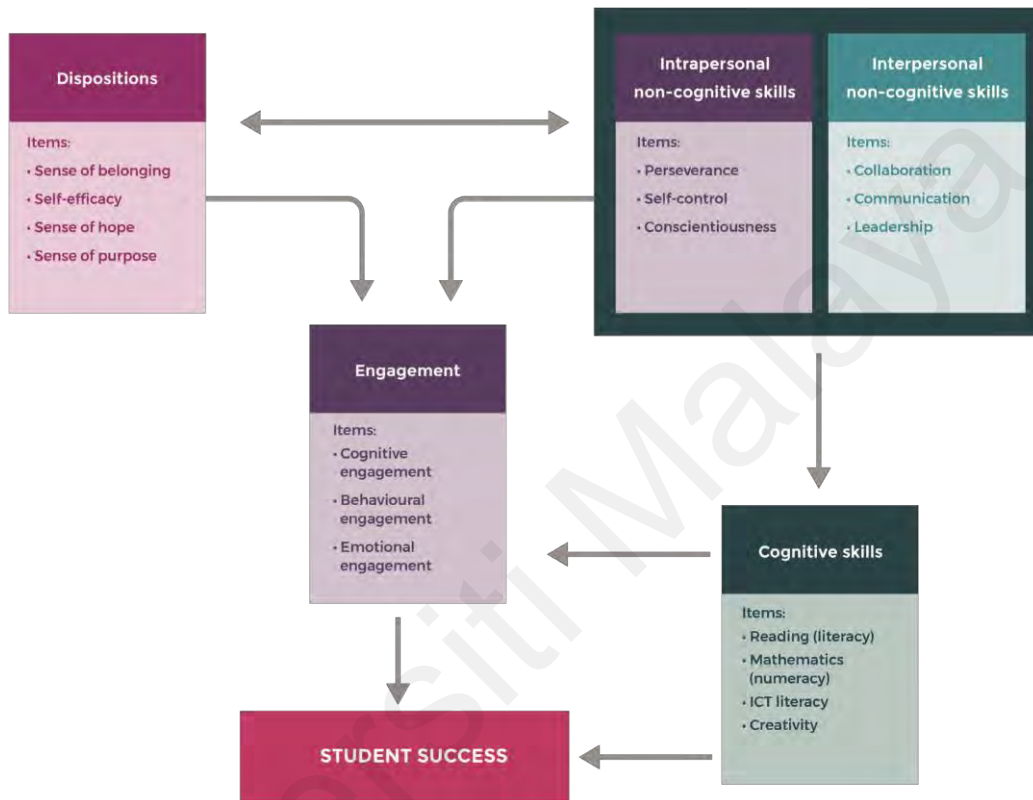
Figure 2.2 Lambs' framework. Source: Lamb et al. (2015).

Choosing the conceptual framework

Where several explanations (theories/models) co-exist, one can be taking to be dominant and adopted to the primary explanation while others serve auxiliary functions to be drawn upon. However, since the goal of this study is to assess participants soft skills gained due to participating in teacher education program on one hand and its impact on teaching performance success on the other hand. This study model is identical to Kirkpatrick theory adopted as the foundation for integration in

the soft skills assessment because it offers explanations for linear causality among levels. The framework for soft skills assessment needs to capture facts about integration into work and future life which enviable requires going beyond completing a training program for participants can either successfully developed the skills and integrate smoothly into work or risk the consequences of not developing to integrate.

It has now been shown that the usefulness of Kirkpatrick model in curriculum evaluation has long tradition (Ulum, 2015). He traces the overview of Kirkpatrick evaluation model from an analysis of various texts and articles and explained that this theory provides a comprehensive way to evaluate training programs in education. In line with this view, it has been suggested (Frye & Hemmer, 2012) that to make reasonable meaning out of participants reaction to a training program, participants contentment and reaction towards the educational program should be sought to pave way for further investigation and this seems to be a useful approach. This makes researching the soft skills of preservice teachers important, for example participants may be asked if they sense their level of preparation during the program was sufficient or not for their learning.

2.12   Review of related empirical studies

In this subsection, related empirical studies were outlined as follows. In Washor (2015) the author conducted a study in Rhode Island he investigated "bridging the soft skills gap from education to employment through internships". This study was a quantitative study that took an experimental design format using pre and post surveys. This study was aimed at determining the extent to which internships enhanced student's soft skills development through communication skills, teamwork skills, initiative capacity and analytical thinking skills over a period. 278 students and 287 supervisors participated

in the study for a period of 13 weeks. MANOVA statistical testing was adopted to explore the relations among variables in the study (soft skills, time. Internship). Results from this study revealed that participating in the thirteen weeks internship yielded overall soft skills ($R^2 = 0.27$). this shows that 27% of the variance in soft skills was due communication skills (B = 0.72), initiative (B = 0.64), teamwork (B = 0.60) and analytic thinking (B = 0.68). This finding suggested that participating in internship contributed to student's soft skills development significantly. It was equally reported in the study that students consistently reported on their soft skills development at 2 to 3 points high at the end of the thirteen weeks program.

Empirical study on soft skill was conducted by Roos, Lennox and Botha-Ravyse (2016) with an aim of determining the effect of outdoor educational adventure on education student's development of soft skills. Data was collected from 200 university undergraduates studying at North-West university, South Africa. This study took two years to be completed. Data was collected qualitatively and quantitively and analysis both qualitatively and quantitatively. The quantitative results revealed that there was no statistically significant difference between soft skills learned in the first year and the second year. On comparing data across between first timers and second timers, a statistical difference was found in favor of the second timers. Overall, the study report that participants developed 30% soft skills due to the outdoor educational adventure activity.

More recently, Meeks (2017) in a swift reaction to the challenges of soft skills deficiency identified in new entrants' graduates into the workplaces in southeast of United states, conducted a study on "critical soft skills to achieve success in workplace". The used the lens of Golemans's theory of emotional intelligence. A

purposive sampling technique was adopted to select directors of personnel from local companies to give insight on the soft skills development in college graduates particularly new entry fresh graduates. Analyses of data revealed that soft skills were lacking in graduates hence their soft skills level was below they satisfactory level. Among the key soft skills identified to be lacking were communication skills, teamwork skills, critical thinking skills and leadership skills. For instance, it was revealed that some college graduates do not know what punctuality at work entails, some had limited knowledge of the effect of communication skills in the workplace.

In a major advance in 2017, Ibrahim et al. (2017) surveyed soft skill of workers through a quantitative non-experimental research design. Data was collected from 260 trainee using a researcher developed questionnaire with five-point Likert scale to address the two alternative hypotheses postulated for the study. Thus, "soft skills training influences employee performance, and training methodology adopted influences employee performance". Regression analysis using SPSS was adopted to analyze the data. Results from this survey study revealed that soft skills influenced employee performance with a statistically significant effect size of (B = 0.147, p=0.05). While training methodology did same with (B = 0.352, p=0.05). this study shows that both soft skills and training methodology has effect on workplace performance.

In her analysis of effects of teacher's hard skill and soft skill, Hendriana (2017) did a subject based assessment to compare the effects of 'teachers hard and soft skills in the teaching of mathematics'. Hendriana found that participating teachers hard and soft skills were both at moderate levels, and there was high correlation between mathematics teachers hard and soft skills (C = 0.735) indicating that this association

was high. This result shows that teachers with hard skills also showed good elements of exhibiting soft skills. This study was a mixed method study (Quanti-Quali). Data was collected in respect of 17 high school mathematics teachers that delivered innovative lessons with six postgraduate students in Siliwangi, Indonesia. Test and questionnaire were administered to the teacher's student and their data was collected. This data was analyzed using SPSS version 12 to achieve the results.

Several years ago, Tracey, Tannenbaum and Kavanagh (1995) carried out an empirical study on "applying trained skills on job: the importance of work environment". This study was built on a hypothesized model of transfer training with six latent constructs, see figure 2.4. Five hundred and five participants were drawn randomly from the population. In line with the hypothesized model, hypotheses where postulated to guide the study as shown in figure 2.4. Three instruments were used to gather data as follows, learning 6 items, pre and post training 18 items and transfer of training climate/ continuous learning 33 items. Data was collected over 5 months period and analysis was done through descriptive and inferential statistics. To test whether a simple structure exist CFA using LISREL VII was conducted. Results from the study revealed that work environment (transfer of training climate) had direct effect on post training behavior (B = 0.24). supporting the view that work environment is important for the application of newly acquired behavior and skills. Knowledge gain in training had direct effect on post training behavior (B = 0.01), continuous learning had direct effect on post training behavior (B = 0.21) and no moderation effect was found. This analysis was done at p=0.01.
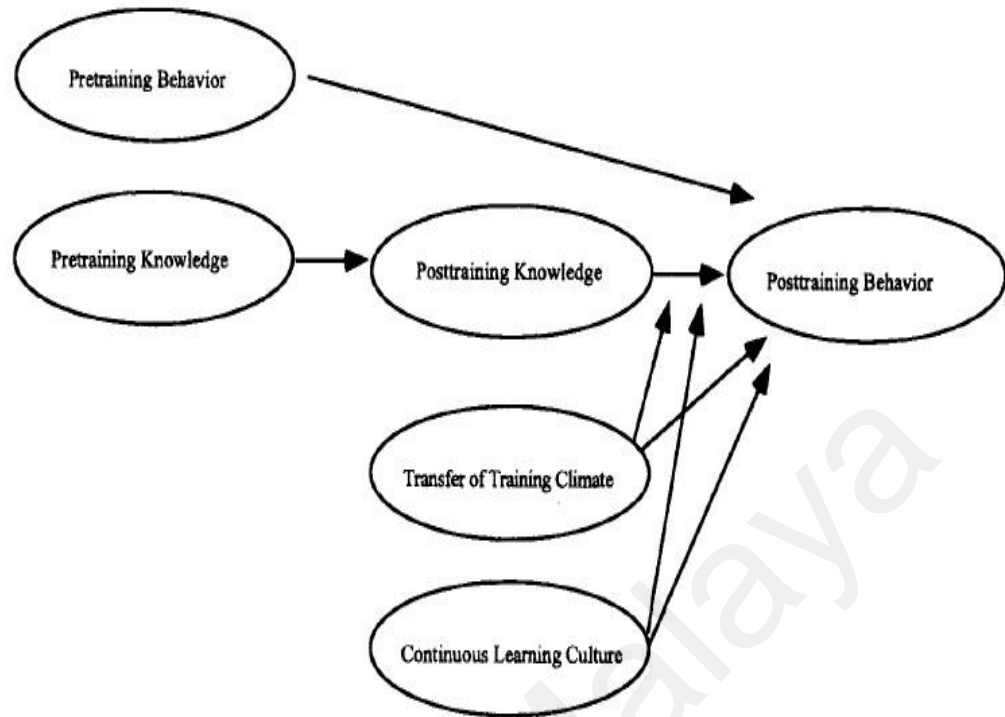
Figure 2.3 Model of transfer of training. Source: Tracey, et al. (1995)

Ball, Joyce, & Anderson-Butcher, (2016) conducted an exploration study on the 21st century skills among middle school youths in the Midwest. The study was aimed at development of measures relevant to the assessment of student's perceptions of "21st century skills" and the effect of classroom environment. To achieve the study, the study developed two measures (21st century life and career skill scale 21C-LCS, and 21st century skills classroom environment scale 21C-CE). Twenty-six items on five-point Likert scale were adapted from existing 21st century frameworks to assess the 21st century skills identified (21C-LCS instrument). While nine other items were developed to measure student's perception of classroom environment (21C-CE instrument). Data for the study was collected from 262 students in middle school from Midwest. Preliminary demographics showed data was almost evenly split by gender. EFA was conducted to identify the number of factors within 21C-LCS and 21C-CE instruments. Initial results revealed that three factors were present in 21C-LCS that

accounted for 67.43% of total variance whereas 21C-CE instrument had only one factor that accounted for 58.54% total variance. Further regression analysis revealed that the three factors in 21C-LCS namely leadership and responsibility skills; working with other skills; and adaptability skills moderately correlated in explaining the variance in the student's level of 21st century life and career skills. It was also revealed that the students combine level of 21st century life and career skills positively correlate with classroom environment. This suggest that understanding classroom environment may be warranted when students have high level of 21st century life and career skills.

Pa-alisbo (2017) investigated whether teacher graduates teaching in Sebastian elementary school in Thailand possess requisite soft skills for their job performance. The study employed descriptive-correlational research design. Data was collected from 42 teachers to raise answers to the study objectives. The study had six research question that related to investigation on teacher's skills, job performance, the teacher's personal profile and the direct and moderating effects among variables, the study was anchored on Albert Bandura's "self-efficacy theory", the teachers conducted self-assessment on themselves of their 21st century skills and job performance. two instruments were used to collect data. Means, percentages, pearson r and MANOVA were used for analysis. Results revealed that teachers were moderately competent in their 21st century skills, job performance was satisfactory, there was significant relationship between teachers' skills and job performance while the results hold irrespective of their groupings.

Wardoyo (2015), conducted a study in Negeri Malang Indonesia, on measurement of teachers' personality competence and performance using embedded model. The study focused on four teacher competence areas as pedagogy, personality,

social and professional comparism.76 teachers which was about 50% of the population of teachers in Malang were used as the population for the study. The study uses survey design and data was collected using questionnaire. Data was analyses using multiple regression and sequential analysis of data. The finding from the study revealed that pedagogical professional and personality have significant effects on the teachers' job performance.

Ahmet (2009) conducted a study to verify how teachers felt their level of preparation after completion of teacher education program. The study aimed at finding out the quality of pre-service training the teachers had received at the faculty of education in Marmara college in Turkey. Subjects for the study were all the teachers that had completed their teacher training at Marmara and were teaching at primary and secondary schools in Turkey. This study was quantitatively carried out, a survey design was used for the study. The population for the study was all graduates of Marmara college teaching in primary and secondary schools. A sample of 228 teachers were drawn through simple random sampling from the entire teachers' population. The study adopted instrument for data collection from an instrument developed by Darling-Hammond (2006). Data collected was analysed using means, standard deviations, t-test and ANOVAs. Findings from the study showed that teachers rated the extent of the level of their preparation as follows, supporting different learning styles was rated highest followed by preparation in aspects of teaching and learning competencies and they rated the extent of their preparation as lowest.

In the year 2000, Farkas, Johnson and Foleno (2000), surveyed beginning teahers. Specifically, they studied why new teachers entered the profession and what they think about it. It also examined the perceptions of school administrators of their

teachers. Being a survey, data collection was achieved using telephone interviews from a sample of 2227 respondent, made up of 914 teachers, 511 principals and 802 college graduates. Data was then analysed using descriptive statistics. Findings from the study depicted that beginning teachers were motivated and always committed to their teaching job. Some college undergraduates indicated their fair of not making a difference in the teaching profession as a reason for not entry into the profession.

Rahman, Jumani, Akhter, Chisthi and Ajmal (2011) examine the direct effect of teachers training on teaching effectiveness. This study was carried out in Islamabad, only female teachers and female students were involved in the study. The study defined preservice training as training provided to teachers before employment, so it is a pre-requisite for employment and in-service training is one which is given to an employee while on the job. The aim of this study was to assess training skills of female teachers towards teaching, it also aimed at examining the effectiveness of teaching from the viewpoint of student's achievement. The study was a descriptive research, particularly survey research design was used. Sample of the study consisted of 260 respondents made up of 80 female teachers and 180 female students. The sampled teachers were strictly teachers that had attended in-service training. Three sets of data were collected, one from the teachers, the second from students and the third from students results at grade ix. The teachers' questionnaire had 30 items on a five-point rating scale that had questions on the effectiveness of teacher training as it relates to teaching. The student questionnaire also had 30 items on a five-point rating scale. The reliability of the instrument was not established. Data was collected and analysed by means of frequency, percentage, standard deviation means, while the hypothesis was tested using Pearson's product moment correlation coefficient. Findings revealed that teachers confirmed that training makes them to be more effective in teaching, students

revealed that their teachers are above average in all the evaluated skills and the tested hypothesis revealed that the relationship was statistically significant and positive for overall students' achievement.

Andrew (2000), studies how training affects teacher's classroom practices, its purpose was to examine the quality of teachers' training in preservice and its effects in influencing the teachers' classroom behavior. This study was on the activities of mathematics and science teachers that graduated between 1996 and 1999. The sample consisted of only 1000 teachers drawn from thirty different schools from five states randomly selected. Data was collected by used of a survey questionnaire and organize into the three different years for the purposes of data analyses. Meanwhile all questions on the questionnaire focused on teachers rating of importance of training and how useful such training is to their day to day classroom practices. The findings revealed that the more teachers are adequately trained the better their usage of their skills. Hence professional development was statistically significant to teachers use of skills.

Shahmohammadi, (2017) uses a quality control model referred to as total quality model (TQP) to evaluate the construct teachers job performance. The study had five objectives with five research questions set to guide the study and two hypotheses. The study was quantitative in nature, it employed a survey design to select elements for the study. Only primary school teachers were surveyed so they constituted the population under investigation (N= 2917). The researcher employed Cochran (1967) formula, this formula allows researchers to calculate ideal samples from large population with desired level of precision, confidence level and degree of variability. Adopting the formula, a total of 340 sample size was arrived at. Following that, 340 teachers were selected through simple random sampling. The researcher used a researcher made

questionnaire that was developed through thorough literature review. Since the instrument was researcher made, it was exposed to experts in measurement and teacher education for the establishment of its content as well as construct validity. 30 primary school teachers were administered the questionnaire to determine its reliability, data was analysed using Cronbach Alpha formula. A reliability coefficient of 0,81 was obtained. The instrument was further used to collect data for the main study, data was collected by the researcher and organised for analyses. SPSS was used for data analysis, both descriptive and inferential statistics were used. Findings from the study revealed that teachers' performance at the primary school was high, it was above the criterion main. T-test results revealed a statistical difference in performance.

In summary of the above section, the results of the empirical review reveal that communication skills, teamwork skills, initiative capacity and analytic thinking were seen by Washor (2015) as the most significant soft skills. It was found that participating in internships contributed significantly in students' soft skills level. Roos, Lemox and Botha-Ravyse (2016) highlighted that participation in outdoor educational adventure enabled participants developed 30% soft skills at the end of the program. Meeks (2017) reported that soft skills were lacking among new entrant graduates into workplace, the study identified communication skills, teamwork skills, leadership skills and creativity skills as the key soft skills lacking among graduates in workplace. Learning and innovation skills; information, media and technology skills; life and career skills are again highlighted as soft skills by Pa-alisho (2017). Leadership and responsibility skills, working with other skills and adaptability skills are considered as the heart of soft skills (21st century skills) by Ball et al. (2016). They found that together these set of skills moderately correlated in explaining the variance in students

overall soft skills. Their findings indicated that soft skills and career skills positively related to classroom control.

In the literature, few studies have addressed people's soft skills. This short overview guides in strengthening the study model. Manninen, J., Sgier, I., Fleige, M., Thöne-Geyer, B., Kil, M., Možina, E. et al. (2014) performed experiment on lifelong skills (attitudes), they found that one's attitudes has direct stronger effect on one's work success, social engagement, management of owned life and a moderate effect on one's tolerance. Washor (2015) examine soft skills of intern's students, he found that participating in internship account for 27% of variance in soft skill indices. Roos, Lennox and Botha-Ravyse (2016) found that after controlling for time, outdoor educational adventure explained 30% of variance in education students' soft skills gained.

Meeks (2017) reported significant correlation between soft skill and communication, teamwork, critical thinking and leadership. Ibrahim et al. (2017) found that soft skills have moderate to large significant direct effect on workplace performance and outcomes. Pa-alisho (2017) examined the link between soft skills and job performance, he found that soft skills predict teacher level of job performance. Burns (2018) reported that soft skills have dual functions for teachers, they enable learning and are useful in subsequent implementation of their technical skills. His report points out that soft skills help teacher to 'combining authority with entertainment, wit with wisdom, abstract knowledge with contemporary examples in students' purview' (Burns, 2018, p. 49). Cinque (2016) reported mean correlation between soft skill and adaptability, and positive behavior.

Taking together, these studies demonstrate support for the potential effect of soft skill towards sustaining teacher in communicating with others, managing self, managing people and mobilizing innovation and change. Unfortunately, little attention has been given to teacher soft skills making empirical evidence on teacher soft skill scarce (States, 2018). To close this gap, the study aims to investigate the soft skills of pre-service teacher.

Drawing from above, one can notice a variation in list of soft skills and outcomes of soft skills studies identified/found by different scholars. This lack of harmony hinders the development of body of knowledge from research initiatives. The mixed findings make researching soft skills important to have a better understanding. Therefore, the present study assessed the development of soft skills among participants from participation in a soft skills course unit, and it relates it to the attendant benefits using the lens of Kirkpatrick theory.

2.13   Summary

Ultimately, evaluation is a very basic part of every organization or sector of the economy, it can provide data that can enhance the workability of the organisation or sector of the economy. Program evaluation in the field of education checks the sufficiency of the educational programs in line with its objectives. Several models of curriculum evaluation had been advanced by scholars all aimed at ensuring that the curriculum continuous to achieve its objectives. Each model is most suitable to a kind of evaluation and for a purpose for which the evaluation is meant to achieve. This study employed the model of inquiry from Kirkpatrick's framework to gain an insight into the problem of study. Kirkpatrick's model evaluates the curriculum from four different perspective, this implies that the current research is on the right pedestal for

it aims at determining possessed soft skills by preservice teachers which is/will be a prelude to the actions and behaviours of the teachers, this means that the value most be created before it is been demonstrated

Literature review showed that several studies had examine the effects of various soft skills entity on employee work and future life success generally (Pa-alisbo, 2017; Ibrahim, Boerhannoeddin & Bakare, 2017; Washor, 2015; Meeks, 2017). Others examined the effect of the various entity on students' academic achievement and success (Hendriana, 2017; Roos, Lennox & Botha-Rayyse, 2016; Lamb et al., 2017; Hattie, 2015).

Hitherto, few studies have been published on soft skill. Very little is known about the global effect of soft skills on work and life success, what is known about soft skill is largely based on non-teaching related jobs, no study determined the overall level of soft skills acquired by students having participated in a prescribed curriculum. Furthermore, no study examined the global effect of acquired soft skills on teaching performance success in the study area. The present study is designed to attempt to fill these gaps.

In Nigerian universities, the relevance attached to teaching soft skills also varies between faculties. Although some faculties considered soft skill courses as mandatory, others offered it as a non-credit unit course. For instance, the faculty of education considered it a compulsory full-semester credit-earning course. This has complied with one of the methods of teaching soft skills found in Cimatti (2016). Implementation of soft skill curriculum in teacher preparation helps the teachers in no small measure. It helps the teachers to learn how to reach out to students with divergent range of individual differences, how to expand learners' aspirations as well as accomplishment,

thereby enhancing their educational opportunities and social justice. Dewey since 1929 noted that the better prepared teachers are, the more their practice becomes differentiated in response to the needs of individual students rather than routinized.

Teacher education curriculum cannot be seen to be successfully implemented simple because preservice teachers graduated, unless the teachers are seen to be effective or exhibit high level of excellence. Evaluation of the possession of soft skills by preservice teachers is an avenue to gauge the proficiency level of the preservice teachers because it is the one that informs training and gives it meaning. The desired outcome of teacher education curriculum is to have improvement on teaching performance, experts say this have positive impact on the entire education system. Therefore, Naugle et al. (2000, p. 135) said "accountability for outcomes is here to say, if educators and training institutions as they exist now want to improve, they need to create an effective evaluation process".

In sum, the literature review has identified how teacher preparation program in Nigeria has resulted. Unfortunately, it was realized that not much research has been done on soft skills. Existing researches has often been qualitative, as a result there is little empirical feedback evaluating the implementation of soft skill curriculum in teacher preparation program. This is bad news because it makes reform efforts to fly blind, the good news from this is that it paints a picture of where research on soft skill is, the best news is that these studies provide guidance on what we need to do. This guidance points toward assessing preservice teachers' soft skills and its impact on teaching performance success. From literature review, it is argued that soft skills are likely to become an important component in teaching, for this reason, teacher preparation institutions (universities) need to teach these soft skills to preservice teachers. By teaching soft skills to preservice teachers, preservice teachers will be substantially prepared for their task.

CHAPTER 3:

METHODOLOGY

3.1   Introduction

Soft skills development among pre-service teachers was the focus of this study, the study aimed to investigate if the soft skills curriculum for teachers was adequately implemented to warrant pre-service teachers' substantial soft skills that would benefit them in their future work with their students. To investigate the soft skill of preservice teachers, this section presented the overall outline of the study design used in solving the research problem. Specifically, this section presented the research design, population and sample of the study, sampling techniques, instrumentation, pilot study report, procedure for data Collection, ethical consideration in educational research and finally the chapter ends with method of data analysis.

3.2   Research design

To determine the proposition of the study a non-experimental design, particularly a survey research design was employed. Been a quantitative study, descriptive research was utilized during the study because a "numeric description of trends, attitudes, or opinions of a population can be obtained by studying a sample of that population" (Creswell, 2014). Survey design was deemed appropriate in this study because experts explained that results from the samples could easily be generalized on the entire population. The design was chosen because it is one of the most practical ways to do survey studies. The procedure used is practically the same as the one proposed by (Anikweze, 2009; Ary, Jacob, Sorensen & Walker, 2014; Chua, 2016).

3.3   Population and sample of the study

The population was essentially the target from which the researcher selected the sample from, it comprised of the totality of individual (elements) about which the research is concerned (Ary et al. 2014). Whereas the sample was essentially the population targeted, the researcher limited the sample to a manageable size considering parameters such as statistical technique used in data analysis, framework/model of the study, time and financial constraint.

3.3.1   Population

In order to investigate the extent of soft skills developed by preservice teachers from participation in teacher education, the potential population for the study consisted of all undergraduate's final year faculty of education students from north-central geo-political zone in Nigeria in its 2018/2019 academic session. Particularly, undergraduates' students from federal universities in this geopolitical zone formed the target population. The choice of only federal universities was informed from the fact that all the universities had the same proprietors and source of funding, hence they had similarities in every respect (NUC, 2019).

There were seven federal government owned universities in this geopolitical zone at the time of this study, these universities had faculties of education that were saddled with the responsibility of training teachers that would primarily teach in senior secondary education level.

North-central zone is in the middle belt of Nigeria, the zone has six states namely Plateau, Niger, Benue, Kogi, Kwara, Nasarawa and the federal capital territory Abuja. The figure 3.1 indicates exactly where north-central zone is in Nigeria.
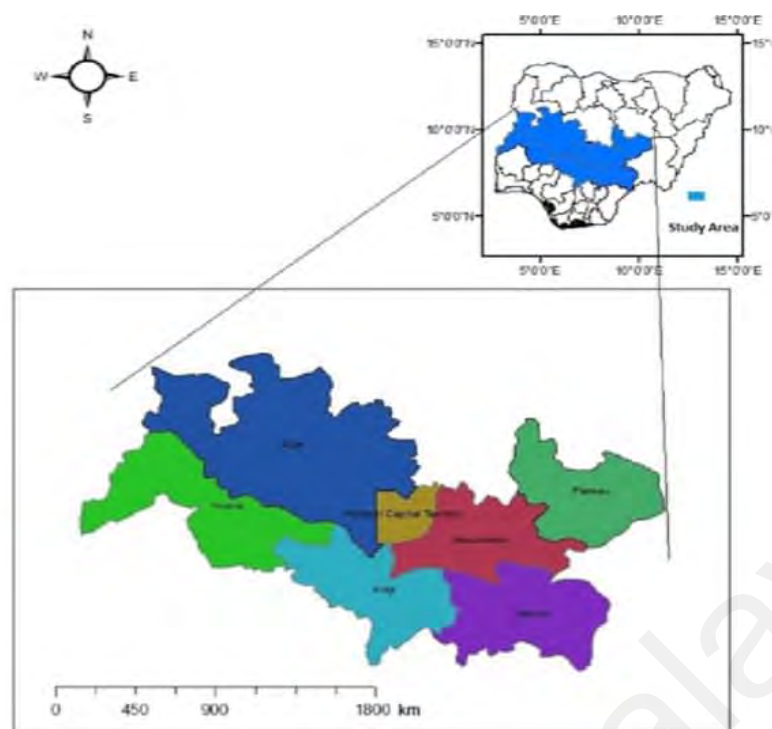
Figure 3.1 Map of Nigeria showing study area

From the photo in figure 3.1, **(**Source: Remote sensing centre Jos, Plateau state. We can see that the zone has seven universities. The very first universities to be established in the zone were university of Jos located in Plateau state and university of Ilorin located in Kwara state, both universities were established in 1975 to take care of the education need of the catchment area. In 1982, federal university of technology Minna cited in Niger state was established. Two more universities were established the same year 1988, they are university of Abuja located within the federal capital territory and university of agriculture Makurdi located in Benue state. Similarly, due to raising demand, two more universities were established in the zone in the year 2011, these are federal university Lafia in Nasarawa state and federal university Kogi in Kogi state, making a total of seven federal universities in the geopolitical zone. But at the time of this study, federal university Lafia in Nasarawa state and federal university Kogi in Kogi state had no final year students, so they were excluded.

Establishment of universities within the zone continue to increase because north-central zone has number of features which attract large population and supports various economic activities. The availability of rich agricultural soils, good pastures and suitable climate attracts both farmers and herders. The discovery of tin, columbite and other minerals led to the in flocks of labourers to work in the mines or industries. Until recently absence of instability in the zone contributed to rapid population growth.

The population size for the study was the entire four thousand four hundred and thirty-two (4432) final year faculty of education undergraduate students from all the federal universities in its 2018/2019 academic session in the study area. The distribution of students in their respective universities is as shown on table 3.1.

Table 3.1

Population of education students based on university

S/No	Name of federal university	400 level Faculty of education student population
1	Federal University of Technology Minna	625
2	University of Jos	1230
3	University of Agriculture Makurdi	860
4	University of Ilorin	1187
5	University of Abuja	530
Total		**4432**

3.3.2 Sample

The role of sample size is crucial in all survey studies as well as statistical analysis because samples that have representativeness provides reliable source to draw conclusions about the referenced population (Chua, 2016). Therefore, the sample size was chosen based on the model, aim of the study and the statistical technique that was employed which is Partial least square structural equation modelling (PLS-SEM).

PLS-SEM, like other statistical techniques, requires an appropriate sample size in order to produce reliable estimates (Hair, Anderson, Tatham & Black, 2008). Gorsuch (1983) suggested at least 5 participants per construct and not less than 100 individuals per data analysis. Harris and Schaubroeck (1990) proposed a sample size of 200 at least to guarantee robust structural equation modelling. Kline (2010) suggested that a very complicated path model needs a sample size of 200 or larger while Bagozzi and Yi (2012) proposed that the sample size should be above 100, preferably above 200. In addition, Yuan, Wu, and Bentler, (2010) having evaluated different models based on various numbers of respondents opined that a sample size of between 300 and 400 should be appropriate for structural equation models using ordinal data. This position was supported by Hair, et al. (2008) who recommends a sample size of at least 200 but not exceeding 400. It was further pointed out that when the sample size exceeds 400 to 500 participants, the SEM analysis becomes too sensitive and almost any difference is detected, making goodness-of-fit measure show poor fit.

However, many experts suggest that sample size should be large enough to satisfy the needs of the study and to enable confidence in generalization of the results (Krejcie & Morgan, 1970; Hair, Hult, Ringle, & Sarstedt, 2014; Oke, Ogunsami & Ogunlana, 2015). Ary et al. (2014, p. 171) believes that "a larger sample is more likely to be a good representation of the population than a smaller sample". Nworgu (2007) suggest that a sample size should be at least 20% of the population.

Again, the choice of a sample size normally relates with the data analysis procedure. Hair et al. (2014), posits that data characteristics is one important reason for choosing an analysis procedure, they explained that the choice of PLS-SEM for

instance, in analysis of path model should meet the "10 times rule", This rule refers to the maximum number of arrows pointing to a variable in a path model.

Since 1992, Cohen in his work on sample size choice, cited in Hair et al. (2014) proposed a suitable guide for choosing sample size when PLS-SEM is to be used in analysis. For instance, for a statistical power of 80% and at 0.05 level of significance, Cohen recommended that a sample size of say 91 would be adequate when the maximum number of arrows pointing at a construct are 10. Full measures of his recommendations can be found in appendix C.

Therefore, from experts' opinions and researchers, the sample size for this study was selected. 886 (representing 20% of participants population) preservice teachers were sampled from the population. The results of the sample selected are presented in table 3.2.

Table 3.2

Sample for the study

S/No	Name of federal university	400 level Faculty of education student population	Cluster sample size
1	Federal University of Technology Minna	625	125
2	University of Jos	1230	246
3	University of Agriculture Makurdi	860	172
4	University of Ilorin	1187	237
5	University of Abuja	530	106
Total		**4432**	**886**

3.3.3   Sampling Technique

First the researcher purposively selected five federal universities in the study area. The selection of these five universities was based on the facts that they had final

year students in there 2018/2019 academic session, and they had been in existence and training teachers for the past twenty-five years on the average.

After selecting the participating institutions purposefully, probabilistic sampling was done to select the targeted sample from each institution. While at the institutions, cluster sampling technique was used to select the sampled students from the population. This sampling procedure was deemed appropriate because it fits the study objectives and it overcame the limitations that could be prevalent.

Proportionate sampling techniques was used to determine the sample size of each participating university using probability proportionate to size formula (Cluster size of University = undergraduate size × target sample size ÷ Total population size), (Hair et al., 2017; Chua, 2016; Ary, et al., 2014).

3.4   Instrument for data collection

Once the overall research questions are been determined, the next fundamental task to pay attention to is to identify the instrument for data collection. In their book on '*introduction to research in education*', Ary, et al. (2014) highlights that wrong choice of instrument can rubbish the entire exercise since the data collected is the one to provide solutions to the objectives of the study.

To achieve the objectives of the study, three scales were used for data collection. These scales were adapted from Kechagias (2011), Moreno-Murcia, Torregrosa & Pedreno (2015), and Vandenberg, (2012) and were used for collection of data on soft skills, teaching performance success and class size respectively. Permissions were looked for and they were granted to that effect, see appendix B for the permissions to adapt survey instrument.

Adapting items from existing instrument or established studies that had dealt with similar construct is particularly important for the following reasons, first the instrument had undergone a refining process during its' previous usage and found to be worthy, secondly it has been used for theory confirmation or rejection and or it had been used previously in exploration of relationship among construct in previous studies (Siniscallo & Auriat, 2005; Yogash, Dwivedi & Brinkman, 2006; Korb, 2012).

Furthermore, Hyman, Lamb and Bulmer (2006) suggested that question banks as well as already established studies are a good source of research questions for all set of researchers. That is, it will be a good source to researchers that may want to utilize it as a guide to adapt in developing their own instruments, it will be helpful to researchers that will adopt it to conduct their own study or it will be a good reference point to research students that would like to gain a deeper understanding of their study.

Others advanced that the advantage of adapting item(s) is that the questionnaire item(s) had already been trial tested by researchers at the period of their first used since they had established their reliability and validity (Hyman et al., 2006). Then Bastos, Dugwa, Gonzalez-chica, Mesa and Bonamigo (2014) explained the justification for adoption of research instrument is it would bring about ease of comparison of findings with findings from researches that adopted similar instruments.

In the present study, three scales as earlier stated were used for data collection. Soft skills scale (SSS) was used on the independent variable "soft skills", the second scale teaching performance scale (TPS) considered the dependent variable "teaching performance", and the third was class control scale (CSS) used to collect data on the mediator variable "work environment (class size)". These instruments formed a set of questionnaires called "Students Perception of Soft Skills Questionnaire", (SPSSQ).

Experts explained that soft skills and its benefits can be assessed by self-reporting, peer-report measures, and testing. An example is the self-rating measure used by Evers et al. (1998) on graduating undergraduate students, and Aworanti et al. (2015) used self-rating scale to evaluate soft skills of vocational education students. Equally, Jackson (2012) utilized self-reporting measures to assessed soft skills of business undergraduates, then Berdow and Evers (2010) used a self-reporting competence-based measure to evaluate the competence of newly graduate students. Thus, the present study adopts a self-reporting measure to assess the soft skills of preservice teachers. Laura, Courtney and Olivia (2008, p. 45) posits that "Self-report data can tap into a persons' intention, thought, processes, knowledge and beliefs better than other methods and they can be useful for teachers' self-reflection and information purpose". As Mehdinezhad (2008; 2012) did in his study of teacher education programs in Turku and faculty members respectively. His analysis suggest that it may be possible to use self-ratings data to evaluate the effectiveness, importance, quality or teaching efficacy of teacher education programs. Also, the attribution theory explains that learners self-rating may lead them to adopt good performance requirement, so this is something of advantage.

Although self-reporting measures were used to collect data, a limitation is that self-reporting could be subjective, this is something of a pitfall. However. Experts explained that self-reporting scale can be administered to a large sample with ease or enables collection of large amounts of data (Paulhus & Vazire, 2007), makes generalization of data possible and the information obtained tends to be more accurate since the respondents are closer to the issue (Demetriou, Ozer & Essau, 2015). In addition, McDonald (2008, p. 76) explained that in studies that relates to personality,

"asking people to respond to questions or statements about what they are like, what the feel or how they behave seems to be the most preferred methods".

3.4.1   Soft skills scale

The soft skills scale (SSS) instrument was adapted from the one developed by Kechagias (2011), in teaching and assessing soft skills to carry out the Measuring and Assessing of Soft Skill (MASS) project in Europe in conjunction with the modified version by Aworanti, Taiwo and Iluobe (2015) for use in Nigeria since they fit into the study. In the present study, SSS is composed of 50 subscales assessing five underlying sets of dimensions: commitment to duty, teamwork, communication, lifelong learning and creativity. The instrument consisted of 50 items on five-point Likert response scales: IP = Inadequately Prepared (1 score); FP = Fairly Prepared (2 score); SP = Somewhat Prepared (3 score); WP = Well Prepared (4 score); and AP = Adequately Prepared (5 score). A higher score indicates that the students were adequately prepared on the measure during their undergraduate teacher training. Sample items include. "punctuality at work", "loyal to duty", "paying attention", "confidence in the ability of others".

3.4.2   Teaching performance scale

The teaching performance scales (TPS) developed by (Moreno-Murcia, Torregrosa & Pedreno, 2015; Balam & Shannon 2010; Shukrie 2011; Toland & DeAyala 2005; Doden 2013) were used for adaption of items to measure the respondent's perception of teaching performance success as it relates to demonstration of soft skills in order to measure job performance among secondary school teachers in a standardized format. It was a self-administered survey intentionally designed for would be teachers in their final year of teacher training. The teaching performance

scale was developed from a thorough survey of related questionnaire on good teaching and quality. The items were created by referring to related instruments developed by previous studies to ensure all items in the scale were suitable in measuring each indicator. This instrument was used to measure three major dimensions of teaching performance: planning lesson, delivering lesson and results. There were total of 28 items to measure teaching performance. Response to each item were indicated on 5-point likert scale. "CD = Completely Disagree (1 score); FA = Fairly Agree (2 score); SA = Somewhat Agree (3 score); QA = Quite Agree (4 score) or CA = Completely Agree (5 score) for each of these items. A higher total score indicates that the respondent was most likely to performing well at workplace. As the TPS were originally developed for evaluation of teaching in similar scenarios, wording for items were rephrased appropriately in consultation with experts to give evidence of the quality of self-rating in demonstration of soft skills in teaching performance. for instance, one important adjustment that was made on the measures was the use of personal pronoun "I" to replace he/she in the original measure. Then each item on the scale began with "I". sample items include. "I provide clear information about lesson objectives, assessment methods and instructional strategies", "I organizes activities for students to actively participate in course assignment".

3.4.3   Class size scale

Class size scale (CSS) was adapted from Vandenberg, (2012). This section comprised 9 items with only 1 dimension. A five-point Likert scale ranging from 1 (Completely Disagree) to 5 (Completely Agree) was used in the instrument of the study. Respondents were required to answer either "CD = Completely Disagree (1 score); FA = Fairly Agree (2 score); SA = Somewhat Agree (3 score); QA = Quite

Agree (4 score) or CA = Completely Agree (5 score) for each of these items. A higher total score indicates that the respondent was in complete agreement with the statement. Examples of the items were: 'class size affects 'One-on-one time with students,' 'Ease to use group instruction, etc.

3.4.4   Description of the questionnaire

SPSSQ has four sections, section A, has six miscellaneous items that sought relevant demographic information from participants. Section B elicited the perception of undergraduate students on fifty question items focusing on acquired soft skills by preservice teachers. The questions were rated on a five-point Likert typed scale, which ranged from 5 being strongest to 1 being weakest rating.

Section C has 9 question items that focused strictly on demonstration of soft skills in class control. The questions sought the respondent's opinion on the way they felt situational constraints in their class could impact on their successes (task performance). The questions were also rated on a five-point Likert-type scale which ranged from highest being 5 points to least being 1 point.

Section D had 28 questions on preservice teachers' perception about teaching performance success rated on a five-point Likert type rating scale. These ratings were on a 5-points Likert type scale with their respective weightings as follows, CD = Completely Disagree (1 score); FA = Fairly Agree (2 score); SA = Somewhat Agree (3 score); QA = Quite Agree (4 score) or CA = Completely Agree (5 score) for each of these items.

Altogether, the questionnaire items were 94 assorted, eliciting vital responses from the respondents.   An introductory letter was attached to each set of

questionnaires, the letter introduced the research student, assure respondents that all ethical considerations would be upheld, appealed to them to be truthful in their responses and wished them success in their endeavors.

3.5   Validity and Reliability

3.5.1   Validity

To determine validity, expert's opinion was sought from the supervisors, curriculum experts, peers and four experts in measurement and evaluation from Universities in Nigeria on face, content and constructs validity of all the questionnaires. Consultation with the supervisors, curriculum experts, soft skills study experts, peers and four experts in measurement and evaluation helped and guaranteed the authenticity of the adapted instruments. Identified loopholes were on the ratings wordings on soft skills instrument and they were changed from 'very teachable' to 'adequately prepared' following experts' opinions.

3.5.2   Reliability

In considering the use of pre-existing questions in new studies, experts say researchers must assess them for reliability and validity to recognize the quality of data obtained from these questions (Neuman, 2006; Hyman, et al., 2006). To further validate and ensure that the adopted instruments were suitable to guarantee that the research plan goes as expected, Exploratory factor analysis and Cronbach's alpha reliability of the instruments were established using SPSS version 22, then a commercially available software package SMARTPLS was used to conduct confirmatory component analysis (CCA) in a preliminary study reported in section 3.9.

3.6   Data collection

In order to move on with the main study, data was collected from targeted participants within three months, specifically from November 2018 to January 2019. It took that long to collect the data due to the terrain, sample size, and geographical area to be covered. An introduction letter was collected from faculty of education University of Malaya, introducing the research student to the management of respective participating institutions.

Three research assistants were selected and trained by the researcher for two days on the administration of the instrument to enable them assist accordingly. The three research assistants were holders of master of education (M.Ed) degrees in curriculum development and evaluation. More recent evidence suggests that the decision to select research assistance should be guided by some criteria. According to Molony and Hammett cited in Stevano and Deane (2017, p. 7) "The selection of a research assistant is a key decision, where one must balance the academic qualifications with the experience and personality of the potential assistant in relation to the physical and social environment(s) in which the research is to be conducted". The training was meant to help them have more insight into the objective of the study, how to distribute the paper questionnaire and how to retrieve and arrange the paper questionnaire. With due permission granted, the research student with three trained assistants visited each participating institution and administered the questionnaire to the selected participants.

The research student and research assistant conducted simple random sampling of the students and then administered the questionnaire to the selected students at each institution. Students were briefed on how to respond to the items and gray areas were

clarified by the research student or the research assistant. Students were allowed 40 minutes to respond to items, after the expiration of the time allowed, their scripts were collected by the research student and assistant instantly to ensure the confidentiality of their responses.

The presence of the research student or assistant during data collection help in clarifying ethical issues, assisted in ratifying grey areas, guide against interference and ensure high percentage of scripts returned (Neuman, 2006; Ary, Jacob, Sorensen & Walker, 2014).

3.5.1 Ethical consideration

Considerable attention must be paid to ethical matters when conducting a study. Neuman (2006) draw attention to the fact that broad range of principles and procedures should be observed when conducting research. Ary, Jacob, Sorensen and Walker (2014), suggested that ethical issues such as "professional competence; integrity; professional, scientific, and responsibility; respect for people's rights, dignity, and diversity; and social responsibility". Shurden (2014) suggested that in a quantitative study, ethics should be upheld, he identified the following as critical ethical issues, they are consent, harm, privacy, and deception. The first stage of data collection in this study was getting ethical approval to conduct the study.

Research typically aims at advancing knowledge or solving societal problems, but experts explained that care must be taken to avoid infringement of other rights. (Neuman, 2006; Ary, et al., 2014). In this study, since the research involves human subjects an introductory letter was collected from the faculty of education university of Malaya explaining the purpose of the study. The privacy and confidentiality issues concerning the respondents were due upheld. Treatment of information that

respondents had disclosed in a relationship of trust and with the expectation that it will not be divulge to others in ways that are inconsistent with the understanding of the original disclosure without permission were carefully followed.

3.7   Data analysis

To derive meaning from the data, and examine the proposition of the study, different statistical methods were used. Descriptive statistics using measures of central tendencies were adopted in the preliminary analysis to evaluate the response rates and demographic information, while PLS-SEM using smartpls software was utilized in conducting CCA preparatory to answering research questions and hypotheses. Currently researchers used different approaches to SEM statistical techniques while trying to adequately answer their research questions and test hypotheses as well. These SEM techniques include but not limited to the following;

- Covariance-based SEM (CB-SEM), using software packages such as AMOS, EQS, LISREL and Mplus. This procedure is mostly used when trying to confirm (or reject) theories

- Partial Least Squares (PLS), which focuses on the analysis of variance and can be carried out using PLS-Graph, VisualPLS, SmartPLS, and WarpPLS. and PLS module in the "R". It is essentially used to develop theories in exploratory research

- Generalized Structured Component Analysis (GSCA); it is implemented through VisualGSCA or a web-based application called GeSCA(nonlinearities)

- Nonlinear Universal Structural Relational Modeling (NEUSREL), using NEUSREL's Causal Analytics software (Mahmoud, 2018).

In present study PLS-SEM using SmartPLS version 3.0 was employed to describe the construct of the study and test the hypotheses. Matthew, Hair and Matthew (2018) explained that PLS-SEM facilitates between understanding of complex data relations. Demographic information provided by the respondent were examined using descriptive statistics. To determine association between the factors, correlation coefficient was done using SPSS. And finally, PLS-SEM technique using smartPLS software was used to analyze the research model by first testing measurement model followed by examining the relationships for the structural model (path analysis) (Ringle, Wende & Becker, 2015; Hair, Sarstedt, Hopkins & Kuppelwieser, 2014).

3.7.1   Path modeling

Path modelling is a procedure of data analysis which is credited to a biologist named Sewall Wright, it was advanced in 1910-1920 (Pedhazur, 1997). It is normally taking as a method for understanding the straight and indirect effects of one variable to the other usually conjectured as basis of variables that are often treated as effects. It involves dealing with more than one dependent variable as in multiple regression, here a variable that is dependent in one equation model can be an independent variable in the other equation model. So, it is "a method of decomposing correlations into difference pieces for interpretation of effects" (Path Analysis, 2013). Hence, it allows causes and effects to be examined without necessarily applying treatment on the variables.

A hypothetical diagram called path diagram can be drawn to show the possible relationships that can exist between variables, this diagram is often referred to as the path modelling. The lines on the path diagram has arrows pointing to the direction of flow of the relationships, both the direct and indirect effects between the variables are

shown with those arrowed lines. To achieve the construction of such diagrams or paths, a number of principles or assumptions most be observed, this principles or assumptions according to Path Analysis (2013) are; all linear relations most be capable of been summed together and to be depicted as one event causing the other in the diagram; The residuals (error terms) are uncorrelated with the variables in the model and with each other; effects direction of flow is just in one direction usually from left to right and the variables are measured on an interval scale. Figure 3 show a depiction of a simplified path analysis.
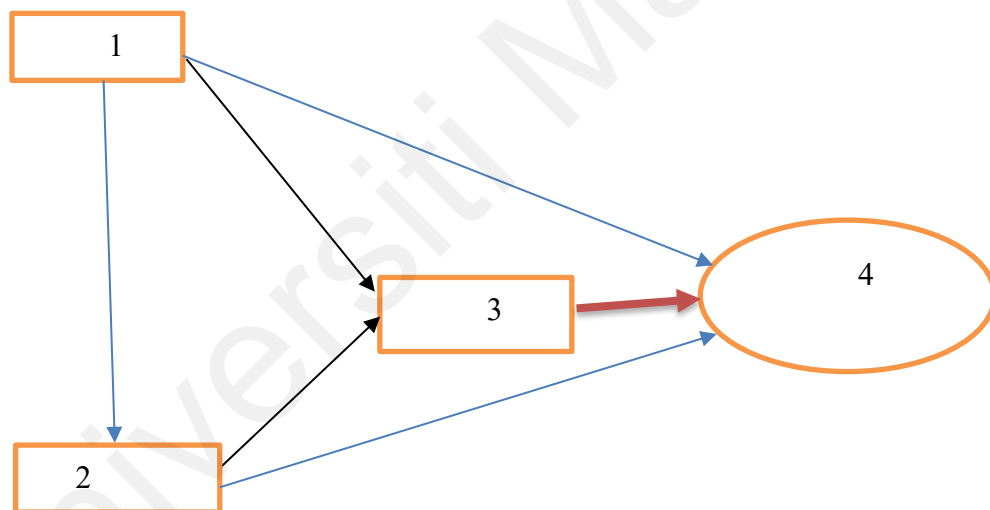
Figure 3.2 Path Analysis Diagram. (Source: Shurden 2014).

Figure 3.2 diagram shows all possible paths that are connecting the variables, variable one is connected to variables two, three and four; variable two is connected to variables three and four; and variable three is connected to variable four. All the directions of movements are in line with the third principle which states that all

movements are in one direction usually from left side to the right sided direction. Independent variable in this diagram variable one it can be referred to as an exogenous variable while variables two, three and four are dependent variables and are referred to as endogenous variables because they can cause another endogenous variable (Path Analysis, 2013).

3.7.2 Structural equation modeling partial least squares (PLS-SEM)

To conduct PLS-SEM measurements associated with individual events and situations etc. are taking. Measurements are normally from survey data that are primary data from surveys or secondary data from secondary sources, this approach is suitable for identifying data patterns and relationships. Unlike CB-SEM that is concerned with confirmation (or rejection) of theories that may be tested by empirical procedure, PLS-ESM is primarily used to construct a model or theory in exploratory research (Hair, Hult, Ringle, & Sarstedt, 2017).

Findings regarding SEM has led researchers to test theoretical models successfully (Path Analysis, 2013). Literatures explain that SEM is a multivariate method in the social science (Taha, 2014; Hone & El-Said, 2016). SEM was choosing in this study because of its characteristics that allows "perform path analytics-modelling of complex relationships between multiple independent and dependent variables" (Chin 2010) and its usefulness for developing and testing theories (Hair, Hult, Ringle, & Sarstedt, 2017).

PLS-SEM is a soft modelling approach to SEM with no assumptions about data distribution (Vinzi et al., 2010). PLS-SEM becomes a good alternative to CB-SEM when the following situations are encountered Sample size is small, applications have

little available theory and Predictive accuracy is paramount (Bacon, 1999; Hwang et al., 2010; Wong, 2011).

3.7.3   Justification of using PLS-SEM approach in this study

Regression analysis usually has only one dependent variable but in PLS-SEM, the variable that is an independent variable in one equation model can be a dependent variable in subsequent equation model (Suhr, 2006), the present study has more than one dependent variable. PLS-SEM was suitable for analyzing complicated models, the primary concern in the present study was predicting the complex relationships in a large model with multiple independent and dependent variables, Henselor, Ringle and Sinkovics (2009) posits that PLS-SEM is more appropriate for complex models.

Most studies on similar subject matter did not use this procedure in data analysis, so findings from the study will serve as confirmatory to other similar studies. Results of PLS-SEM are easy to compare with other studies thereby enabling better understanding of the findings in that research context.

This method was considered suitable because of the quantum of data that was collected for the study. PLS-SEM has the capacity to adjust measurement errors found in observed variables (Hair, Hult, Ringle, & Sarstedt, 2017). PLS has a high computational and statistical efficiency and works effectively with many parameters and with data from small samples. PLS is good to use when you do not know that your data base set is normally distributed (Suhr, 2006).

There are endogenous and exogenous variables in the study, hence PLS-SEM is a powerful tool that can handle such variables. Repeated cause and effect relationship can be determined using PLS-SEM. PLS-SEM allow researcher the flexibility of usage

or inclusion of previously unobserved variables with the indicator variables because of its less stringent data requirement. Hair Ringle, Sarstedt and Mena (2012) reviewed 204 journal articles to identify reasons for using PLS-SEM and identified three key areas suitable for using this technique. One has to do with non-normal data (102 studies, representing 50%) the second is small sample size (94 studies representing 46,6%) and the third is formative measurement of latent variables (67 studies representing 32.84%).

3.7.4   Components of PLS

PLS-SEM is done in two stages, the first stage has to do with CCA, and the other stage involves examining the structural model that is effect size and coefficients of determinations. (Hair, Ringle & Sarstedt, 2011). Mohammed and Afthanorhan (2013), also authorities in PLS-SEM highlights that researchers most conduct PLS-SEM in accordance to its process to come out with a realistic model in their studies.

3.7.4.1   Measurement model

Outer model also known as measurement model shows how each measurement indicator relates with its latent construct. The developments in PLS-SEM according to Hair, Ringle, Sarstedt and Mena (2012) include confirmatory trend analysis to test the model of construct measurement, impact performance analysis, response-based segmentation techniques, analyzing moderating effects, non-linear effects, and hierarchical components model. The purpose of this analysis is to ensure that the survey instrument is reliable, and the survey items are measuring the factors that they are designed to measure. Testing the measurement model provides indicators to evaluate convergent and discriminant validity, and the structural model can be used to indicate the validity (Schumacker & Lomax, 2004).

Convergent validity is one of the most important aspects in assessing the instruments. This type of validity evaluates the relationships between the observed variables and the constructs. It is the positive correlation between alternative measures of construct, the AVE should be higher than 0.50, **(**Hair, Hult, Ringle, & Sarstedt, 2017).

Discriminant validity is considered a key measure to test the instrument. It's employed to determine whether the results of the confirming hypothesized structural paths are existent or whether a result of the statistics was inconsistent (Farrell, 2010). Hair, Hult, Ringle, and Sarstedt, (2017), posits that in determining the discriminant validity, the following criterion should be observed: -

- An indicator's outer loadings on a construct should be higher than all its cross loadings with other constructs.
- The square root of the AVE of each construct should be higher than its highest correlation with any other construct.

3.7.4.2 Structural model

The structural model also referred to as the inner model shows the paired relationship among the constructs and consequently provide the evidence to confirm or reject the proposed hypotheses (Hair, Hult, Ringle, & Sarstedt, 2017). In other words, the Inner model or structural model or Path model specifies the relationships between the independent and dependent latent variables. Examining the validity of the structural model helps in assessing whether the data can support the structural model hypotheses (Urbach & Ahlemann, 2010).

Latent variables are classified as either endogenous or exogenous, Exogenous latent variables are latent variables that serve only as independent variables in a structural model, such variables only have arrows that point out of them and never have arrows pointing into them. On the other hand, endogenous latent variables serve only as dependent variables, or as both independent and dependent variables in a structural model they are often considered as dependent in a structural model (i.e., those that have an arrow pointing into it) and are on the right side of the structural model (Hair, Hult, Ringle, & Sarstedt, 2017; Wu & Chen 2017; Alraimi & Ciganek, 2015). It has been suggested (Hair, Hult, Ringle, & Sarstedt, 2014) that choosing between reflective or formative model depends on certain considerations and some of these considerations are summarized in table 3.3.

Table 3.3

Guidelines for choosing the measurement model mode

Criterion	Decision	Reference
Causal priority between the indicator and the construct	From the construct to the indicators: reflective; From the indicators to the construct: formative	Diamandopoulos and Winklhofer (2001)
Is the construct a trait explaining the indicators or rather a combination of the indicators?	If trait: reflective If a combination: formative	Fornell and Bookstein (1982)
Do the indicators represent consequences or causes of the construct?	If consequences: reflective If causes: formative	Rossiter (2002)
Is it necessarily true that if the assessment of the trait changes, all items will change in a similar manner (assuming they are equally coded)	If yes: reflective If no: formative	Chin (1998)
Are the items mutually interchangeable?	If yes: reflective If no: formative	Jarvis, MacKenzie, and Podsakoff (2003)

Adopted from Hair et al. (2014)

3.7.4.3 Assumption in using of PLS-SEM

To achieve the construction of such diagrams or paths, several principles/assumptions most be observed, these principles/assumptions are;

- all linear relations most be capable of been summed together and to be depicted as one event causing the other in the diagram;

- The residuals (error terms) are uncorrelated with the variables in the model and with each other;

- effects direction of flow is just in one direction usually from left to right.

- the variables are measured on an interval scale (Path Analysis, 2013; Hair, Hult, Ringle, & Sarstedt, 2017; Wu & Chen, 2017).

3.8 Answering research questions and testing hypotheses.

In analyzing data for this study, the researcher utilized PLS-SEM using SmartPLS version 3.0 for all the research questions and hypotheses 1 to 11 then SPSS for 12.

Table 3.4

Tables of data analysis based on RQ and hypotheses

a. Research questions		Analysis procedure
1	To what extent do participants experience changes in connection with soft skills education? What soft skills aspects do preservice teachers feel they still need further development?	PLS-SEM using SmartPLS version 3.2 and Template analysis using NVIVO
2	To what extent does soft skills demonstrate the influence of class size on respondents teaching performance success?	PLS-SEM using SmartPLS version 3.2
3	To what level do respondent's exhibit soft skills in their perception of teaching performance success?	PLS-SEM using SmartPLS version 3.2
4	What is the extent of the direct and indirect effect size between the main constructs of the study?	PLS-SEM using SmartPLS version 3.2
a)	What is the extent of the direct effect size of soft skills on job performance?	
b)	What is the extent of indirect effect size demonstrated in respondents' soft skills influence of work environment on teaching performance success?	
c)	To what extent does soft skills totally have effect on teaching performance success?	
5	What is the extent of the differences between different groups (experienced preservice teachers or novice preservice teachers) of participants demonstration of soft skills in their teaching performance perception?	PLS-SEM using SmartPLS version 3.2
6	To what degree does the model showed what respondents have acquired in soft skills is enough to predict influence of soft skills on teaching performance success?	

Table 3.4 (Continued)

b. Hypotheses	Analysis procedure
1. There is no significant direct effect of soft skills global on the respondents teaching job performance success	PLS-SEM using SmartPLS version 3.0
2. There is no significant direct effect of work environment on teaching performance success	
3. There is no significant direct effect of overall soft skills on work environment	
4. There is no significant mediating effect of work environment on teaching job performance	
5. There is no significant total effect of soft skills global on teaching performance	
6. Previous exposure moderates the relationship between soft skills and teaching performance such that those with previous exposure (experienced preservice teacher), the effect will be positive and those without (novice preservice teachers) the effect will be negative	
7. There is no significant indirect effect of communication skills on the respondent's perception of teaching job performance	
8. There is no significant indirect effect of commitment to duty on the respondent's perception of teaching performance success	
9. There is no significant indirect effect of teamwork skills on the respondent's perception of teaching job performance	
10. There is no significant indirect effect of lifelong skills on the respondent's perception of teaching job performance success	
11. There is no significant indirect effect of creativity/critical thinking skills on the respondent's perception of teaching job performance.	
12. Hypothesis twelve predicted that a statistically significant difference in ratings of soft skills scale exist between novice preservice teachers (students without previous knowledge on teacher education) and experienced preservice teachers (certificate in education students). Put in another way, participants without previous teacher preparation qualification reported significantly different score on the soft skills scale when compared to holders of certificate in education participants.	Descriptive and inferential statistics using SPSS version 22.

3.9   Pilot study Report

After studying the instruments employed in previous studies, we hypothesise that the recycled questionnaire items do not accurately measure their respective constructs. In other words, this study hypothesises that the measurement and structural model does not relate to the constructs in the proposed structural model

Measurements were taking using adopted instruments (recycled questions), in order to determine whether the measurement scales fit into the study, pilot study was conducted using these instruments. Kumar (2005) explained that "pilot study is a small-scale version of the main study undertaken to improve the quality and/or efficiency of the measurement instruments". Pallant (2011) added that the importance of conducting pilot study is to ensure that the instruments and the proposed research methodology function as intended. The mini study can best be achieved using small portion from the targeted population.

The objective of this pilot study was to ensure that both instructions and questionnaires were clear. Particularly, it was hypothesized that the recycled questions were not accurate measures of their constructs. A mini study was conducted involving 160 final year faculty of education students from Abubakar Tafawa Balewa University (ATBU) Bauchi, Nigeria. The students had studied general education course title "curriculum and instruction" during their teacher education preparation. The objective of this course was to equip students with basic soft skill for teaching success.

Questionnaires were administered directly to the respondents by the research student. Since, the aimed was to establish the validity and reliability of the instrument. A non-experimental research design was used, particularly probabilistic simple random sampling was used to collect the data. Three instruments made up of 94

questionnaire items were used to collect data. Respondents were allowed 40 minutes to filled in the questionnaires.

Questionnaires scripts were collected following the expiration of the time allowed, collation of data (cleaning) excluded 10 scripts for reasons of uncompleted responses. Demographic profile of the respondents, EFA and Cronbach alpha CFA was analysed using SPSS version 22, whereas CCA was done in SMARTPLS. full demographic profile of participants in the pilot study can be found in table 3.5.

Table 3.5

Demographic Profile of Respondents

Demographic Profile of Respondents Characteristics	N= 150	%
GENDER		
Female	64	42.6%
Male	86	57.3%
TEACHING EXPERIENCE LEVEL		
Experienced preservice teacher	61	40.6%
Novice preservice teacher	89	59.3%
AGE (Range) in years		
20-30	104	69.3%
31-40	46	30.6%

In this preliminary study, survey data were inputted into SPSS for evaluation before they were exported into a .csv file in Microsoft Excel. These data were verified beforehand to ensure that they are not far from normal distribution. Skewness and kurtosis were used to evaluate the extent of the symmetrical distribution of variables (Hair, Hult, Ringle & Sarstedt, 2017). The skewness and kurtosis values of all items

ranged between –1 and 1, which are below the levels for the transformation of variables as suggested by Ghisseli et al. (1981). No missing values, invalid observations or outliers were reported.

After describing respondents' profile, the researcher conducted detailed factor analysis in two phases. I used SPSS version 22.0 to test the structure of the factors with the help of EFA and CFA. Secondly, the overall structure of the relations between latent factors were examined with the help of PLS-SEM using smartPLS 3.0 software.

3.9.1.1   Exploratory factor analysis (EFA)

Factor analysis is a tool that reduces the dimensionality of factors into their various constructs. EFA was conducted on each of the three scales to discover the variables that go together to facilitate interpretations. EFA enables researchers "to determine which of a large set of items hang together or are answered in a similar way" by participants (Yong & Pearce, 2013).

To achieve the goal of EFA in this study, principal axis factor analysis was done, particularly because the three scales were adapted from previous studies. Barnes, Cote, Cudeck, and Malthouse (2001) explained that principal axis factor analysis is appropriate when one has an idea about how the measures underlying a construct hang together. Gerbing and Hamilton (1996) posited that this method has proven to have high capacity to recover the correct factors satisfactorily. Pilot study was conducted to see if items that were written to index each of these constructs in various scales do hang together. It is therefore hypothesized that the number of factors in each of the adopted questionnaires are not similar.

Orthogonal rotation (varimax) was adopted since it has the capacity to create a solution in which the factors are orthogonal (Ghasemi & Zahedias, 2012). This can make results easier to interpret as well as replicate with future studies. With varimax, the information explained by one factor is independent of information in the other factors.

Factors were being rotated so that the result would be easier to interpret. Factor loadings lower than 0.4 were being ignored because they were considered low, loadings ≥ 0.4 are typically considered high (Yong & Pearce, 2013; Kline, 2002). In addition, Tabachnick and Fidell (2007) recommended that the correlation (r) must be greater than 0.3 since anything less indicates a weak relationship between variables, according to them, variables that has singularity close to 0 and multicollinearity close to 1 should be removed. So, in this research any factor lower than 0.4 was surprised, factors with fewer than two items were deleted unless they had correlation r ≥ 0.7 (Worthington & Whittaker 2006); items with communalities less than 0.4 were deleted because experts say items with such communalities are not highly correlated with one or more of the factors in the solution (Tabacnick & Fidell, 2001; Thompson, 2004).

Factors were labelled as suggested by experts. According to (Tabachnick & Fidel, 2007; Yong & Pearce, 2013), for measures to be labelled as factors, it should have at least 3 variables hang together, a factor with only 2 variables is only considered reliable when the variable has (r > 0.70) indicating that they are highly correlated with each other. Also, Henson and Roberts (2006) recommended that two or three variables most load together on a factor to give it meaningful interpretation. Full measures of the Kaiser-Meyer-Olkin (KMO) and Bartlett's test results for the three survey scales can be found in table 3.6.

Table 3.6

KMO and Bartlett's Test

Soft skills scale, KMO and Bartlett's test	
Results	Value
Kaiser-Meyer-Olkin measure of sampling adequacy	0.962
Approximate Chi-Square	12478.82
Bartlett's Test of Sphericity df	946
sig	0
Teaching performance scale, KMO and Bartlett's test	
Results	Value
Kaiser-Meyer-Olkin measure of sampling adequacy	0.924
Approximate Chi-Square	9515.551
Bartlett's Test of Sphericity df	276
sig	0
Class size scale, KMO and Bartlett's test	
Results	Value
Kaiser-Meyer-Olkin measure of sampling adequacy	0.897
Approximate Chi-Square	2311.021
Bartlett's Test of Sphericity df	36
sig	0

a.   EFA of soft skills (independent variable) instruments

The results on the test for assumptions of the soft skills scale can be seen in table 3.6. From table 3.6, we can see that the Kaiser-Meyer Olkin (KMO) is 0.962. this is greater than 0.70 indicating enough items for each factor (Yong & Pearce, 2013). Experts explained that in factor analysis, measures of KMO should be greater than 0.70 and is inadequate if less than 0.50 (Kline, 2002). in this study it is 0.962 so that is good. The Bartlett's test of sphericity p-value is <0.05 it is significant, it indicated that the various matrixes are significantly different.

The total variance factor indicated that the variance is divided among 41 possible factors, it was noted that of all the possible factors, only 5 factors have eigenvalues greater than 1.0, this was further confirmed by scree plot in figure 3.3 which is a common criterion for factor analysis (Kerlinger & Lee, 2000; Mertler & Vannatta, 2005). The extractions sum of square loadings indicated that more than half of the total variance is explained by the first factor while the rotation Sums of Squared Loadings cumulative is 51.70 percent.
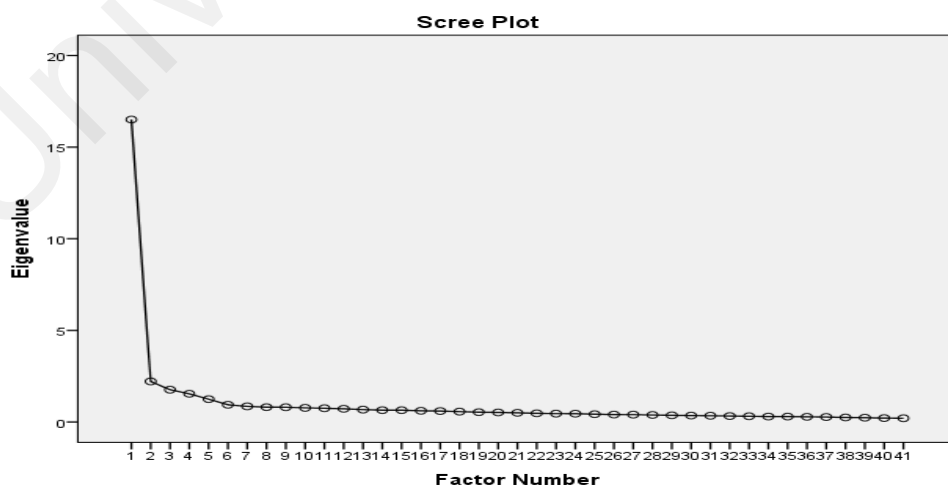
Figure 3.3 Scree plot of soft skills instrument

The variables cluster together into five groups indicating that soft skills have multifaceted components, with the highest loading coming first in each group. This agrees with the Nigerian national policy on teacher education on the nature of the soft skills expected of teachers (FRN, 2013), it's also in agreement with findings of Aworanti, Taiwo and Iluobe (2015) who found that among all the soft skills dimensions identified by Kechaigas (2011) five are most suitable to be taught to Nigerian undergraduates. The individual contents of the five factors were critically examined to see if they fit together conceptually and they were eventually named as follows; factor 1 commitment to duty with 13 items, factor 2 is teamwork with 9 items, factor 3 is communication with 8 items, factor for is Creativity/critical thinking with 8 items and factor 5 is lifelong learning with 3 items making a total of 41 items on the independent variable soft skills in continuation of the study. Therefore, the research failed to retain the null hypothesis. Full results from exploratory factor analysis with the five factors and communalities are presented in table 3.7a.

In a nutshell, principal axis factor analysis with varimax rotation was conducted to assess the underlying structure of the 50 items of the adapted soft skills instrument from Aworanti, Taiwo and Iluobe (2015) originally developed by Kechaigas (2011) having five factors to test the hypothesis. KMO and Bartlett's test assumptions were all met, so also checked were normality, linear relations between variables and their correlations. Five factors were extracted after several analysis and rotation. The first factor accounted for 13.16% of the variance, the second factor 12.48%, the third factor 11.13%, the fourth factor 8.38% and the fifth factor 6.54% making a total of 51.70% of cumulative variance. Full measures of the items and factor loadings for the rotated items with loadings less than 0.40 surprised to improve clarity can be found in table 3.7a.

Table 3.7

Soft skills scale Component loadings (N = 722)

Items	Components loadings					
	1	2	3	4	5	Communalities
DUTY1	0.649					0.451
DUTY2	0.648					0.644
DUTY3	0.631					0.553
DUTY4	0.561					0.431
DUTY5	0.55					0.553
DUTY6	0.536					0.633
DUTY7	0.529					0.531
DUTY8	0.526					0.545
DUTY9	0.518					0.51
DUTY10	0.479					0.492
DUTY11	0.455					0.602
DUTY12	0.453					0.611
DUTY13	0.438					0.5
COMM1		0.649				0.586
COMM2		0.596				0.616
COMM3		0.594				0.572
COMM4		0.584				0.38
COMM5		0.573				0.579
COMM6		0.534				0.613
COMM7		0.528				0.529
COMM8		0.481				0.501
TEAM1			0.728			0.578
TEAM2			0.677			0.509
TEAM3			0.603			0.623
TEAM4			0.588			0.602
TEAM5			0.571			0.581
TEAM6			0.558			0.541
TEAM7			0.543			0.553
TEAM8			0.492			0.526
CRIT1				0.588		0.531
CRIT2				0.559		0.511
CRIT3				0.529		0.52
CRIT4				0.504		0.465
CRIT5				0.434		0.506
CRIT6				0.421		0.538
CRIT7				0.404		0.559
CRIT8				0.403		0.633
LIFE1					0.704	0.537
LIFE2					0.618	0.574
LIFE3					0.592	0.523
Eigenvalues	16.66	2.333	1.717	1.579	1.249	
% of variance	40.65	5.70	4.19	3.85	3.05	

b.   EFA of teaching performance (dependent variable) scale

Collected data was subjected to principal axis factor analysis and orthogonal varimax rotation to see whether the hypothesized relationship earlier stated regarding the adopted instrument holds. Adopted instrument for teaching performance has 28 items that clustered into 3 factors (Moreno-Murcia, Torregrosa & Pedreno, 2015).

From table 3.6, 0n page 185, all the KMO values for the individual items was well above 0.70, results from the table indicated that the KMO measure was 0.924 indicating data was adequate for exploratory factor analysis. The Bartlett's test of sphericity chi square value was $x^2 (276) = 9515.551$, p-value < 0.0001 showed there were potential relationships between the items.

Three factors that explained a cumulative variance of 52.39% were identifiable using an eigenvalue of 1.0, a proof that teaching performance success has three multifaceted lower order components, this was further confirmed by the scree plot in figure 3.4. the rotated sums of squared loadings indicated that the three factors almost shared equal variance, and so this is good.

Figure 3.4 Scree plot of factors in teaching performance scale

The results of the EFA produce three factors, this is consistent with teaching performance dimensions in (Toland & De-Ayala, 2005; Moreno-Murcia, Torregrosa & Pedreno, 2015). In the present study, the content of the three identified factors clusters were carefully examined to see their fitness and were named accordingly as factor 1 planning lesson with 9 items, factor 2 delivering lesson with 8 items and factor 3 results with 7 items, making a total of 24 items. Out of the original 28 items, 4 were dropped for not meeting up with the criterion of EFA. Full measures can be found are presented in table 3,7b.

Table 3.7b

Teaching performance scale loadings (N = 722)

Items	Components loadings			
	1	2	3	Communalities
TPPLAN1	0.714			0.537
TPPLAN2	0.706			0.548
TPPLAN3	0.684			0.534
TPPLAN4	0.665			0.599
TPPLAN5	0.582			0.542
TPPLAN6	0.578			0.534
TPPLAN7	0.546			0.583
TPPLAN8	0.529			0.604
TPPLAN9	0.473			0.533
TPDEV1		0.817		0.59
TPDEV2		0.771		0.572
TPDEV3		0.757		0.516
TPDEV4		0.706		0.538
TPDEV5		0.69		0.518
TPDEV6		0.671		0.637
TPDEV7		0.65		0.557
TPDEV8		0.644		0.428
TPRESU1			0.715	0.447
TPRESU2			0.679	0.597
TPRESU3			0.66	0.584
TPRESU4			0.654	0.661
TPRESU5			0.612	0.439
TPRESU6			0.583	0.543
TPRESU7			0.521	0.582
Eigenvalues	8.299	4.413	1.255	
% of variance	34.58	18.39	5.229	

c.   EFA of class control (mediator variable) scale

On class size instrument adapted from (Vandenberg, 2012), as earlier stated. Available data was subjected to principal axis factor analysis with varimax rotation also to assess the structure of the 9 items. the test assumptions of KMO and Bartlett's test were all satisfied. Table 3.6 indicated that the KMO was 0.897 indicating data have sufficient items for EFA. Likewise, Bartlett's test had p-value < 0.05 indicating correlation matrix is significantly different from the identity matrix. The communalities of the items are above 0.4, which is good says (Yong & Pearce, 2013; Tabachnick & Fidell, 2001; Thompson, 2004). eigenvalue show how the variance is divided among the 9 possible factors, with 47.85% of the total variance an indication that only one factor is possible. All the items loaded on the one factor sufficiently, with factor loadings ranging from 0.585 to 0.735. The scree plot in figure 3.5 further confirms that only one factor is present. Hence the study failed to retain the null hypothesis. Full measures are presented in table 3,7c.

Table 3.7c

Class size scale Component loadings (N = 722)

Items	component Loadings	
	1	Communalities
CLASS1	0.735	0.527
CLASS2	0.725	0.597
CLASS3	0.717	0.543
CLASS4	0.686	0.454
CLASS5	0.673	0.491
CLASS6	0.656	0.516
CLASS7	0.598	0.428
CLASS8	0.583	0.537
CLASS9	0.422	0.526
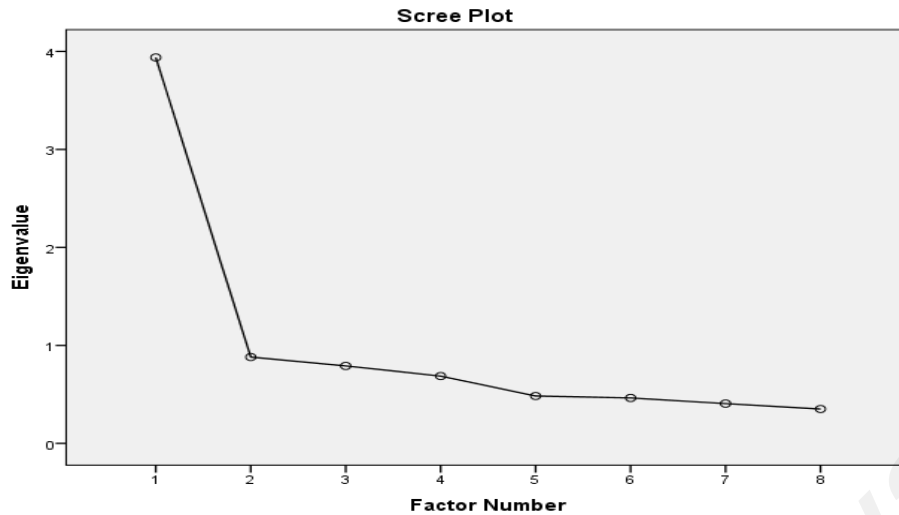
Figure 3.5 Scree plot of class size instrument

3.9.1.2 Reliability

Reliability test is a very important factor in assessment, it is usually presented to contribute to the validity of the instrument. According to Scherman (2007), reliability values range between 0 and 1, the closer the values are to 1, the more reliable are the items in measurements assessment. This explains that when items are highly related measuring almost the same thing, alpha value will be high, but items that measure different things would have little correlation so alpha value would be low. Reliability gives the degree to which a measurement technique can be dependent upon to secure consistent results upon repeated application.

For reliability test, Cronbach's alpha coefficient was used. Hair et al. (2006) recommended levels of alpha of 0.70, reliability test results for total reliability and reliability if item deleted for each of the three scales can be found in appendix F. Cronbach's alpha reliability results indicated that that all the three instruments, both in terms of their respective total reliability and reliability if item deleted has Cronbach alpha reliability value ≥ 0.85. this is excellent as explained by George and Mallery (2012), it shows that the instrument's actual measure what they were purported to

measure. The high reliability indicated that the recycled questions were accurate measures of their construct, indicating that high quality data was collected using the recycled questions for the main study. The results of the reliability test for the three scales can be seen in tables 3.8 a, b & c.

Table 3.8

Reliability test for soft skill scale and its item reliability

i.   Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.963	51

ii.

iii.   Item-Total Statistics

Item-Total Statistics	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Followership traits	201.52	891.252	.526	.962
On the job training	201.02	889.763	.616	.962
Administrative support	201.13	890.806	.553	.962
Cooperation	201.58	891.891	.473	.963
Mentoring	201.27	891.837	.548	.962
Operational support	201.15	887.883	.611	.962
Confidence in the ability of others	201.22	890.270	.567	.962
Tolerance	201.14	885.790	.613	.962
Observance of set goals	201.22	894.913	.536	.962
Ability to recall	201.23	886.875	.625	.962
Seeking for improved knowledge	201.43	890.951	.545	.962
Contentment	201.55	886.467	.574	.962
Eager to learn	201.43	889.735	.572	.962
Embracing change	201.34	890.225	.566	.962

Table 3.8a (Continued)

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Observance of new rules	201.25	890.658	.425	.962
Enthusiasm at work	201.37	887.485	.545	.962
Moral integrity on the job	201.20	887.840	.606	.962
Punctuality at work	201.29	886.369	.657	.962
Been readily available at work	201.32	888.459	.627	.962
Zealous in performing one's duty	201.46	894.673	.498	.963
Efficiency	201.31	888.057	.627	.962
Loyalty to duty	201.35	884.646	.690	.962
Good work ethics	201.29	888.619	.658	.962
Devotion to duty	201.27	891.909	.562	.962
Fact finding	201.18	887.205	.671	.962
Delegating duty to right persons	201.38	887.057	.603	.962
Diligence in duty	201.20	885.154	.675	.962
Effectiveness	201.08	882.737	.698	.962
Embracing new knowledge	201.37	883.011	.355	.964
Perseverance	201.29	879.502	.696	.962
Security	201.16	889.126	.629	.962
Observance of work ethics	201.44	886.744	.653	.962
Turning weaknesses to strength	201.36	886.858	.598	.962
Leadership style	201.13	886.723	.686	.962
Patience at work	201.07	888.183	.641	.962
Carefulness	201.15	890.954	.619	.962
Reinforcement	201.43	890.024	.555	.962
Mastery of job content	201.35	889.525	.591	.962
Creativity in the job	201.38	887.514	.567	.962
Turning challenges to opportunities	201.34	890.427	.591	.962
Insightfulness	201.39	895.722	.509	.963
Diligence	201.18	885.591	.673	.962
Writing skills	201.20	887.831	.616	.962
Listening attentively	201.26	888.576	.613	.962
Body language	201.36	891.418	.603	.962
Speaking skills	201.22	885.142	.645	.962
Polite request	201.20	891.697	.582	.962
Communication	201.20	887.842	.658	.962
Providing feedback	201.26	890.590	.616	.962
Reading skills	201.17	888.463	.619	.962
Overall my level of preparation in soft skills is	201.16	896.874	.473	.963

Table 3.8b

Reliability of teaching performance scale and item reliability

i.　　Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.871	29

ii.　　Item-Total Statistics

Item-Total Statistics	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Has a good command of content of the course	96.99	154.237	.534	.864
Organises activities for students to actively participate in course assignment	97.24	152.999	.534	.864
Designs and relates the objectives to the content	97.00	155.569	.465	.866
Interweaves the content of subject matter with other subjects	97.32	151.023	.609	.862
Promotes professional competence	97.36	151.810	.424	.866
Provides clear information about lesson objectives, assessment methods and instructional strategies	97.13	154.489	.544	.864
Efficiently incorporates technology in planning lesson	96.83	153.719	.613	.863
Adequately prepares for the tutorials requested	97.08	152.352	.611	.862
Applies the established curriculum with a certain amount of flexibility for a better class dynamic	96.95	152.992	.599	.863
Facilitate classroom communication	97.26	151.667	.583	.863
Attends and response clearly to questions ask in the class	97.41	153.970	.462	.865
Interacts satisfactorily with students	97.36	156.893	.354	.868
Uses material resources	97.23	154.468	.473	.865
Informs students of the competencies they will be expected to acquire	97.13	151.716	.556	.863
Provides initial and final overviews of the session or subject in class	97.41	150.777	.574	.862
Fosters research and critical thinking in students	97.08	154.680	.483	.865

Table 3.8b (Continued)

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Maintains an objective and respectful position with the students	97.29	152.531	.546	.863
Allows and encourages student's participation	97.23	150.594	.622	.862
Provides students with information for deeper understanding of content	97.40	149.764	.577	.862
Applies the assessment criteria of the activities as established in the subject's curriculum	97.32	150.590	.561	.863
Relates the teaching to the professional environment	97.32	151.515	.465	.866
Encourages students' interest and the motivation to learn	97.71	149.348	.622	.862
Is easily accessible (tutorials, emails, WhatsApp, etc)	97.05	152.932	.526	.864
Allows students to organise and distribute part of the assignments to be performed in the course	97.85	152.297	.617	.863
Presents the minimum content of subject matter tailored to students	97.97	154.414	.443	.866
Promotes teamwork	97.92	152.199	.688	.862
Promotes individual work	97.42	152.610	.568	.864
Presents content following a logical and clear framework, highlighting the important points	97.63	152.537	.632	.863
Overall, he/she designs the content and develops the course to promote the acquisition of professional competencies	97.66	151.151	.586	.866

Table 3.8c

Reliability of class size scale

i.   Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.854	9

ii.   Item-Total Statistics

Item-Total Statistics	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
One-on-one time with students	30.95	29.183	.667	.830
More differentiation of instruction	31.27	29.169	.660	.831
Ease to use group instruction	31.28	29.457	.621	.835
Easier to divide class into small groups	31.03	29.105	.648	.832
Ease to monitor groups	31.32	30.163	.543	.842
Ease to manage student's behaviour	31.20	29.756	.604	.836
Ease to watch all students	30.93	30.235	.616	.836
More student's freedom	31.27	30.765	.560	.841
Ease of providing individualize instructions	31.54	30.442	.532	.848

3.9.1.3   Partial least square structural equation modelling

To determine the workability or otherwise of the hypothesized model (research questions and hypotheses). Smart PLS 3.0 was employed to assess the reliability and validity of the surveyed data by conducting preliminary testing of the model based on the factors identified from EFA. Confirmatory component analysis (CCA) was conducted using SmartPLS 3.0 (a commercially available software package). The software has several advantages among whom is its ability to deliver latent variable score, it minimizes problem of small sample size and efficiently handling complex models with many constructs/variables (Henseler, Ringle & Sarstedt, 2014).

It was hypothesized that the recycled questions were not accurate measures of their constructs. Structural equation modelling partial least square using SMARTPLS version 3.0 was adopted for the analysis. Regression results indicated that the indicators had indicator outer loadings that ranged from/between 0.5 to 0.9. after 7 iterations. Further analysis involved filtering the indicators data into their individual constructs.

Results in table 3.9 showed that for both constructs, Cronbach's alpha and composite reliability range between 0.8 to 0.9 while AVE ranges between 0.5 to 0.8. The structural model blocks had R squared values as follows 0.331 (moderate), 0.370 (moderate) and 0.240 (weak) for soft skill, teaching performance success and class size respectively. Based on the guidelines in table 3.10, these regression results indicated the existence of positive relationship between measurement models' indicators and the structural model constructs. The high validity indicated that the recycled questions were accurate measures of their construct, indicating that high quality data was

collected using these recycled questions for the main study. All values fall within the acceptable range to conclude good reliability according to (Wong, 2013).

The rule of thumb for evaluating coefficients of determination (R^2) values stipulates that 0.75, 0.50, and 0.25 can "be considered substantial, moderate, and weak respectively" (Sarstedt & Ringle, 2017). Also, Raithel and Schwaiger (2015) said that R^2 value of 0.10 can be considered satisfactory, depending on the research context, hence it is important for a study result to be interpreted within a context. The productiveness of the theoretical model is the one represented by the R^2 value in the dependent constructs (Guo, Yuan, Archer & Connelly, 2011). Results in table 3.9 revealed that the three latent construct has moderate R^2 values and such coefficients of determinations are considered satisfactory in exploratory studies (Raithel & Schwaiger, 2015). Table 3.9 is interesting in several ways, first it shows that the values of Internal consistency reliability are acceptable, second it revealed that validity measures are acceptable and thirdly is shows that the coefficients of determinations are satisfactory.
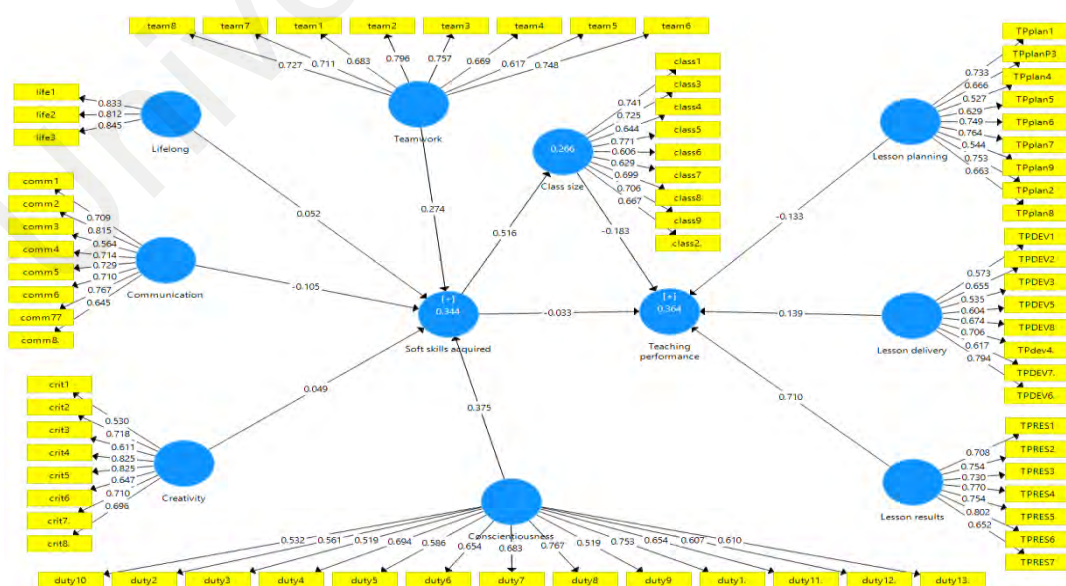
Figure 3.6 Measurement model with results
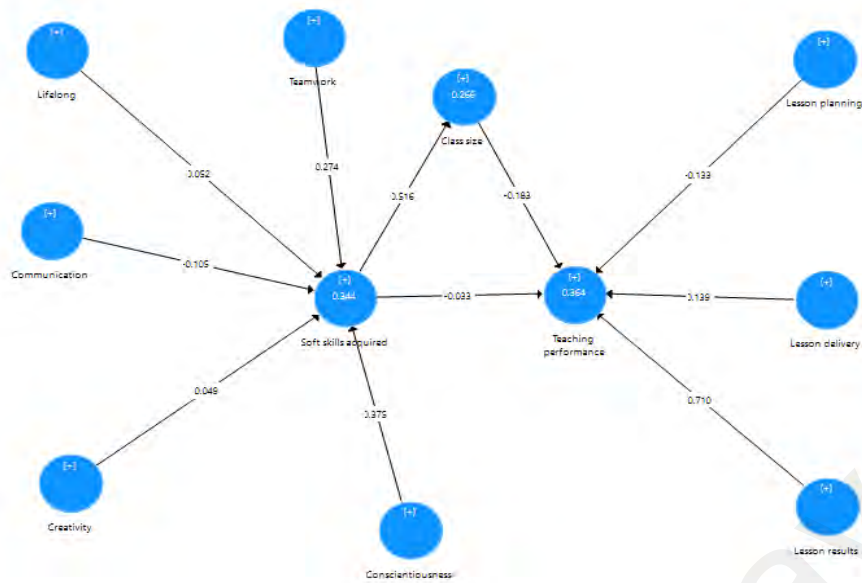
Figure 3.7 Structural model with results

Table 3.9

Summary of PLS Quality (Reliability and Validity)

Construct	Number indicators	Cronbach's Alpha	Composite Reliability	AVE	Coefficient of determination (R²)
Communication	8	0.827	0.872	0.534	
commitment	13	0.845	0.875	0.519	
Creativity	8	0.814	0.863	0.518	
Lesson delivery	8	0.768	0.728	0.503	
Lesson planning	9	0.844	0.881	0.516	
Lesson results	7	0.865	0.894	0.548	
Lifelong	3	0.779	0.869	0.689	
Teamwork	8	0.863	0.893	0.512	
Class size	9	0.821	0.87	0.573	0.266
Soft skill acquired					0.344
Teaching performance					0.364

Table 3.10

Guidelines for checking reliability and validity

What to check?	What to look for in SmartPLS?	Is it Acceptable?
	Reliability	
Indicator Reliability	"Outer loadings" numbers	Square each of the outer loadings to find the indicator reliability value.
		0.70 or higher is preferred. If it is an exploratory research, 0.4 or higher is acceptable. (Hulland, 1999)
Internal Consistency Reliability	"Reliability" numbers	Composite reliability should be 0.7 or higher. If it is an exploratory research, 0.6 or higher is acceptable. (Bagozzi and Yi, 1988)
	Validity	
Convergent validity	"AVE" numbers	It should be 0.5 or higher (Bagozzi and Yi, 1988)
Discriminant validity	"AVE" numbers and	Fornell and Larcker
	Latent Variable Correlations	(1981) suggest that the "square root" of AVE of each latent variable should be greater than the correlations among the latent variables

Source: Adopted from Wong (2013).

3.9.1.4 Confirmatory factor analysis

This study hypothesises that the measurement model and constructs of structural model does not relate in the proposed structural model. CFA was also undertaken stepwise for each theoretical path. Results revealed that the model was multifaceted as presented in Table 3.11. I further analysed the factors for internal consistency and found that internal consistency ranged between 0.76 – 0.94 while AVE was all above 0,5 threshold. Indication that internal consistency was satisfactory. This result aligns closely with the theoretical concepts mentioned earlier.

Table 3.11

List of factors

Factors (sum scores)	Cronbach's α	second order factors
commitment (13 items)	0.86	Soft skill (1 item)
lifelong (3 items)	0.84	
communication (8 items)	0.79	
creativity (8 items)	0.81	
teamwork (8 items)	0.79	
lesson planning (9 items)	0.82	Teaching performance (1 item)
lesson delivery (8 items)	0.85	
lesson results (7 items)	0.8	
		Class size (9 items) 0.92

Meanwhile other parameters such as goodness-of-fit index (GFI), comparative fit index (CFI), root square error of approximation (RMSEA) and chi-square (x^2) were used to test the fit of the hypothesised model. Table 3.12 presents the goodness-of-fit measures for the measurement model.

Table 3.12

Goodness-of-fit statistics for measurement model

Goodness-of-fit measures	values
x^2	3687.238
CMIN/df	3.35
RMSEA	0.062
GFI	0.898
Tucker Lewis index (TLI)	0.901
CFI	0.932

The researcher then compared the results in table 3.12 with the benchmarked goodness-of-fit measures recommended by experts, these are GFI ≥ 0.90, CFI >0.93 RMSEA ≥ 0.05≤ 0.08 (Bryne 2001). Accordingly, these results showed that the model is acceptable.

3.9.1.5   Conclusion on pilot study

Every education leader needs efficient manpower to promote the achievement of students in schools. Soft skills can improve the job performance of workers in their workplaces in developed economies. Therefore, additional research must be performed to explore the relationship between the soft skills and job performance of secondary school teachers in developing economies where the budget allocated to education is not enough to provide these teachers with an appropriate work environment. Data should be collected by using questionnaires that exhibit sufficient levels of reliability. The findings of this work suggest that the intended instrument for collecting data for the main study is valid and reliable.

3.10   Summary

Methodology for the present study was presented under this section. The present study adopted a quantitative survey strategy. A description of the population and sample of the participants was presented. Undergraduate education students formed the population of the study; a sample of approximately 884 respondents was drawn from the population. Additionally, instrument for data collection was adapted from survey questionnaires of previous studies as deem fit from the literature review. Pilot study results revealed that the recycled questions were fit to be used in the present study. Data was collected by the research student in company of three research assistants. Ethical considerations have been duly followed. To derive meaning from the data collected, causal modeling (path modeling) using smartPLS was utilized for data analysis. This tool has been carefully described, so it is an extension of multiple regression analysis. When this methodology was successfully followed, results and discussion of findings of the study were presented in the chapter that followed.

CHAPTER 4:

RESULTS

4.1   Introduction

The chapter presents an analysis of the surveyed data by first examining the descriptive statistics of respondents and preparation of the data for analyses. These was followed by the analysis of the correlation among all the study variables conducted through PLS-SEM using a commercially available smartPLS version 3.0 software to provide evidence for answering the research questions and postulated hypotheses. Various results were presented in text, tables as well as charts where necessary for a quick view. Bavdeker (2015) posited that research results should be presented in a manner that readers and consumers find it easier to understand.

4.2   Descriptive statistics

4.2.1   Distribution and returned of survey instruments

This survey was done within the period of three months by the research student and three research assistants according to the schedule. First, the research student visited the participating institutions and sought for permission to conduct the study, thereafter a convenient timing where general education lectures would hold was given to the research student to conduct the study on a later date within the stipulated study period.

At each institution's appointment date, the research team visited and distributed questionnaires to targeted participants randomly. Participants were allowed fifty minutes to provide answers to the questions in the questionnaires. At the expiration of the time allowed, the research team joined and collected the scripts from the respondents accordingly. Meanwhile, some incentives (two hundred naira and a pen

per participant) were given out to respondents to appreciate them for the efforts put into given formal solutions to this investigation. O'Leary (2014) explained that incentives in research increase respondent's willingness to participate in survey. It is a mechanism to tackle non-response problems as well. The number of questionnaires being distributed and returned can be found in Figure 4.1 and the full measures can be found in Appendix G.
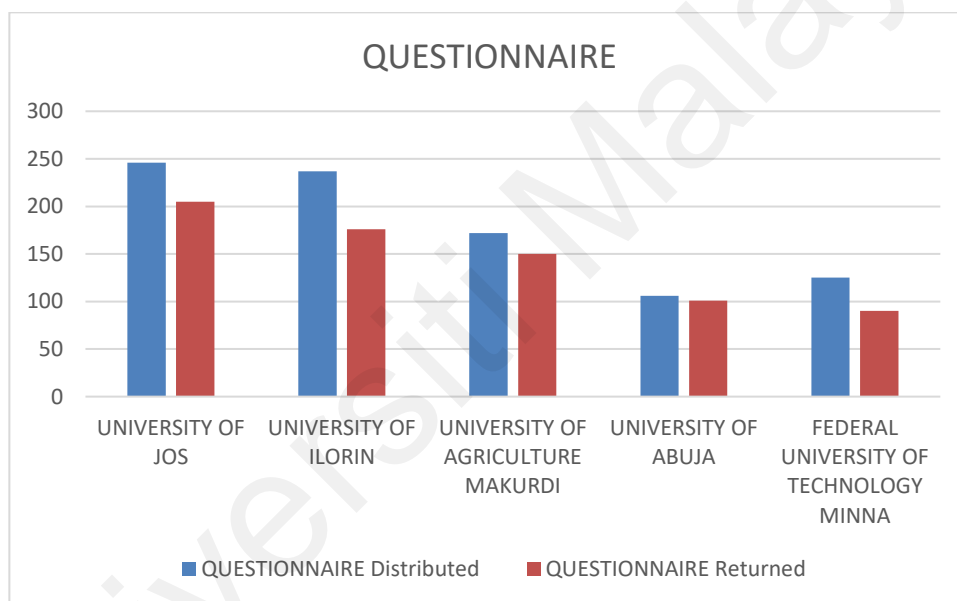
Figure 4.1 Frequency of questionnaire distributed and returned

It was noted that the overall return rate was 81 per cent, and this is good as O'Leary (2014) opined that the response rate of 30% is considered as adequate in a survey study. However, it can be noted that response rate according to participating institution was not uniform or 100%. This can be attributed to some challenges encountered during data collection. For example, in federal university of agriculture Makurdi, students were expected to attend a compulsory student industrial work experience scheme (SIWES) orientation immediately after they finished participation

in the study, this made some students rush out of the hall to partake in their orientation. This was unfortunate as response rate in research can bias the findings of the study leading to specific threats to the validity of the inference in the study (Sivo, Sanders, Chang & Jiang, 2006).

4.2.2   Demographic data of respondents

As stated earlier, the study sample was drawn strictly from final year faculty of education students from five federal government owned universities located in north-central geopolitical zone in Nigeria. Participants filled in the demographic profile section which asked them to self-report their institutions, gender, previous teacher training (to confirm their previous teacher education status), population in class, and age.

Gathering demographic information about respondents was important. Because for instance, the information about their ranking in class during EDU305 lectures in the universities was important because some students might not have attended class with the correct ratio of teacher educator to student which was supposed to be (1:30) to allow them to acquire adequate learning experiences of the course which could affect the study result. Profile of the respondents was tabulated according to institutions, gender, age, number in lecture hall, and previous teacher training exposure, as can be found in Table 4.1.

Table 4.1

Demographic Profile of Respondents

Demographic Profile of Respondents **Characteristics**	**N= 722**	**%**
INSTITUTION		
Federal University of Technology Minna	90	72.0%
University of Jos	205	83.0%
Federal University of Agriculture Makurdi	150	87.0%
University of Ilorin	176	74.0%
University of Abuja	101	95.0%
GENDER		
Female	289	60.0%
Male	433	40.0%
TEACHING EXPERIENCE LEVEL		
Experienced preservice teachers	329	45.6%
Novice preservice teacher	393	54.4%
POPULATION (class size attended) of students		
Less than 50 students	68	9.4%
50-100 students	147	20.4%
101-300 students	111	15.4%
301-500 students	152	21.1%
501-1000 students	85	11.8%
More than 1000 students	159	22.0%
AGE (Range) in years		
Less than 20	63	8.7%
20-30	562	77.8%
31-40	89	12.3%
41-50	7	1.0%
More than 50	1	1.0%

Results on the demography of respondents from Table 4.1, revealed that University of Abuja had the highest percentage of responses rate (95%), followed by University of Jos with (83%), University of Ilorin (74%), Federal University of Technology Minna (72%) and finally University of Agriculture Makurdi (87%).

Gender wise, it can be noted that there were more male respondents than female. As expected, while 433 male respondents represented 60% of the respondents, their 289 female counterparts were representing 40% of the female respondents. According to Adeyemi and Akpotu (2014), gender enrolment in Nigerian universities varies remarkably, that a gap existed in male and female enrolment across all disciplines in Nigeria. Generally, female enrolment accounted for less than 30% enrolment, and with respect to humanities (education) in the years under review (1990-2003), female enrolment never exceeded 40%. Corroborating these findings, Agu and Omenyi (2013) found that between 2008 until 2011, many higher education courses were still being construed as either masculine base or feminine base thereby increasing the gap despite the efforts made by the government through educational interventions to bridge gender gaps in admission opportunities.

As expected, the age range of between 20 to30 years old is more dominant amongst respondents with the frequency of 562 representing 77.8% of the respondents. This was followed by 31-40 age range with such a far distant frequency of 89 representing 12%. The other 63 respondents representing 8.7% were under 20 years of age. The rest had negligible percentages. Opportunities of enrolment into higher education in Nigeria are opened to all a sundry but the minimum age at which students are expected to enrol into universities are still been debatable. Other determinants of age of enrolment include but are not limited to socio-economic status, availability of

universities as well as reputation of the universities (Ademola, Ogundipe & Babatunde, 2014).

The number of students in general education lectures class were 159 participants representing 22% who expressed the fact that their general education lecture classes populated to as high as one thousand students to a teacher. This figure was immediately followed by the age range of 301-500, with 152 respondents representing 21.1%. Then, 147 representing 20.4% respondents indicated attending general education classes under one teacher educator with 50-100 students. Another 111 representing 15.4% said that they attended classes with a range of between 101-300 students. Finally, only 9.4% attended general education classes with the number of students as what was deemed obtainable in the NUC guidelines.

In Nigeria, the national universities commission (NUC) benchmark stipulates that lecturer to student's ratio is 1:30 for humanities discipline (Tella & Daniel, 2013). This is reasonable because according to Times Higher Education (THE, 2019), "a lower student-to-staff ratio can help students to cultivate closer relationships with their lecturers, have quicker access to feedback, and get involved in more interactive seminars and discussions".

Lastly, Table 4.1 indicates that 393 respondents representing 54.4% had never attended teacher education training (novice preservice teacher) of any form let alone being exposed to teaching soft skills. While 329 respondents representing 45.6% expressed that they had access to a form of teacher training (national certificate in education and/or teachers grade two certificate), this category is referred as experienced preservice teacher.

Bransford and Johnson (1972) as cited in Brod, Werkle-Berner and Shing (2013) found that participants who received relevant previous knowledge showed superiority in comprehension and could recall the concepts faster than their counterparts. Svinicki (1993) posited that previous learning affects how the learner perceives new information. Anderson (1981) elucidated that while prior knowledge makes the learning of new concepts faster, it makes the verification of the facts slower in creating interference (fan) effects. Anderson and Fejas (2012) further explicated that prior learning and the success of current training are not always easily predictable, but they concluded that there is no gainsaying that prior learning is a good starting point for new learning, it can enable learners to be more professionally at work learning.

4.3 Preparation of data

To ensure the data meets up with some basic requirements, Statistical package for social science (SPSS) was used to carry out the screening for missing data and outliers, reliability as well as exploratory factor analysis.

4.3.1 Missing data and outliers

Instances of missing data could occur in survey studies when a respondent or respondents fail to respond or fill an item(s) or fill it in an inappropriate manner. To estimate missing data, Hair et al. (2010) suggested that the "imputation method" is more preferred particularly when such a missing data is under 10%. Imputation procedure involves replacing missing data with substituted values. Fortunately, after careful analysis, results revealed in the present study, there were no such incidences of missing data, as confirmed in Figure 4.2.

Overall Summary of Missing Values

Legend:
- Complete Data
- Incomplete Data

Variables: 0 / 0%, 95 / 100%
Cases: 0 / 0%, 722 / 100%
Values: 0 / 0%, 68,590 / 100%

Figure 4.2 Showing summary of missing data

The existence of any outlier value was checked, having confirmed that there was absence of missing data. The possibility of outliers in a data set could occur due to uncorrected data or miscoding (Holmes-Smith, 2011). Since the data was manually coded, it was necessary to check for outliers, this was done via frequency distribution as suggested by experts. The test was done but failed to find any outlier. In the present study, it was confirmed that the values were between 1 and 5, this was in tandem with the range of the Likert type scale used resulting to a final sample size of 722.

4.3.2 Normality test of measures

An assessment of normality of data is a prerequisite for many statistical tests because normal data is an underlying assumption in testing, and it ensures the power of a study. Ghasemi and Zahedias (2012) posited that normality test should be taken seriously to enable researchers draw accurate and reliable conclusions on reality. There are several ways of assessing normality. Among them are chi-square goodness of fit, Kolmogorov-Smirnov, Shapiro-Wilk test, as well as the use of skewness and kurtosis coefficients.

Kolmogorov-Smirnov test was chosen because of Ghasemi and Zahedias (2012) suggestion that it is preferable to assess normality test using the Kolmogorov-Smirnov test provided in SPSS when the sample is large because it provides "better power. Power is the most frequent measure of the value of a test for normality". Experts explained that a lack of power can possibly affect the findings of the study hence normality analysis was conducted for each measure. The results on full normality measures for the three scales are presented in table 4.2 a, b & c.

Table 4.2

Tests of Normality for soft skill scale

Tests of Normality	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
Followership traits	.263	722	.000
On the job training	.305	722	.000
Administrative support	.261	722	.000
Cooperation	.260	722	.000
Mentoring	.241	722	.000
Operational support	.264	722	.000
Confidence in the ability of others	.263	722	.000
Embracing changes	.264	722	.000
Tolerance	.269	722	.000
Observance of set goals	.269	722	.000
Seeking for improved knowledge	.298	722	.000
Contentment	.230	722	.000
Eager to learn	.241	722	.000
Enthusiasm at work	.275	722	.000
Moral integrity on the job	.265	722	.000
Punctuality at work	.254	722	.000
Been readily available at work	.217	722	.000
Zealous in performing one's duty	.265	722	.000
Efficiency	.266	722	.000
Loyalty to duty	.272	722	.000
Perseverance	.284	722	.000
Devotion to duty	.230	722	.000
Fact finding	.269	722	.000
Delegating duty to right persons	.235	722	.000
Effectiveness	.299	722	.000
Observance of work ethics	.242	722	.000
Turning weaknesses to strength	.259	722	.000
Carefulness	.253	722	.000
Mastery of job content	.260	722	.000
Creativity in the job	.268	722	.000
Turning challenges to opportunities	.265	722	.000
Insightfulness	.220	722	.000
Diligence	.243	722	.000
Writing skills	.258	722	.000
Listening attentively	.266	722	.000
Body language	.259	722	.000
Speaking skills	.243	722	.000
Polite request	.254	722	.000
Communicating lesson	.239	722	.000
Providing feedback	.246	722	.000
Reading skills	.258	722	.000
Overall my level of preparation in soft skills was	.256	722	.000
a. Lilliefors Significance Correction			

Table 4.2b

Tests of Normality for teaching performance scale

Tests of Normality	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
Has a good command of content of the course	.274	722	.000
Organizes activities for students to actively participate in course assignment	.294	722	.000
Designs and relates the objectives to the content	.269	722	.000
Interweaves the content of subject matter with other subjects	.310	722	.000
Promotes professional competence	.241	722	.000
Provides clear information about lesson objectives, assessment methods and instructional strategies	.309	722	.000
Efficiently incorporates technology in planning lesson	.271	722	.000
Adequately prepares for the tutorials requested	.259	722	.000
Applies the established curriculum with a certain amount of flexibility for a better class dynamic	.243	722	.000
Facilitate classroom communication	.280	722	.000
Attends and response clearly to questions ask in the class	.279	722	.000
Informs students of the competencies they will be expected to acquire	.304	722	.000
Provides initial and final overviews of the session or subject in class	.300	722	.000
Maintains an objective and respectful position with the students	.290	722	.000
Allows and encourages student's participation	.296	722	.000
Applies the assessment criteria of the activities as established in the subject's curriculum	.290	722	.000
Relates the teaching to the professional environment	.223	722	.000
Encourages students' interest and the motivation to learn	.178	722	.000
Is easily accessible (tutorials, emails, WhatsApp, etc.)	.232	722	.000
Allows students to organize and distribute part of the assignments to be performed in the course	.210	722	.000
Presents the minimum content of subject matter tailored to students	.233	722	.000
Promotes teamwork	.189	722	.000
Promotes individual work	.165	722	.000
Presents content following a logical and clear framework, highlighting the important points	.171	722	.000
Overall, he/she designs the content and develops the course to promote the acquisition of professional competencies	.335	722	.000

a. Lilliefors Significance Correction

Table 4.2c

Tests of Normality for class size scale

Tests of Normality	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
One-on-one time with students	.267	722	.000
More differentiation of instruction	.242	722	.000
Ease to use group instruction	.277	722	.000
Easier to divide class into small groups	.264	722	.000
Ease to monitor groups	.250	722	.000
Ease to manage student's behavior	.259	722	.000
Ease to watch all students	.265	722	.000
More student's freedom	.265	722	.000
Ease of providing individualize instructions	.222	722	.000
a. Lilliefors Significance Correction			

The full normality test results from Kolmogorov-Smirnov test indicated that the data was non-normal, hence it lacked power (p-values are less than 0.05 for all measures). The rule of thumb in Kolmogorov-Smirnov test suggests that normal distributions should have p-values greater than 0.05, hence we failed to accept the null hypothesis. According to Barnes et al. (2001), this test almost always rejected the null hypothesis in large samples therefore the test had done what is expected because Barnes et al. (2001) further explained that virtually no sample always followed the normality of distributions in large samples. Ghasemi and Zahedias (2012) underscored that as sample size increases greater than 50, "normality parameters become more restrictive making it hard to declare that data are normally distributed".

4.4 Partial least square structural equation modelling

To assess preservice teachers' soft skills, PLS-SEM was used as earlier on planned. This approach has the potential to outperform other SEM measures. It has the potential to test linear and additive causal models theoretically. It is advantageous since it can handle the linear causality hypothesised in the conceptual model, sample size, normality measures, and presences of hierarchical components. Using PLS-SEM, social science researchers can visualise the "relationships that exist among variables of interest in order to prioritise and better serve" the beneficiaries of the research (Haenlein & Kaplan, 2004).

More recent evidence suggests that to do PLS-SEM, great care must be taken into account since it generally involves two sub-samples known as "the inner model which is also referred as the structural model and outer model; also known as measurement model" (Hair et al., 2018). To carry out structural equation modelling, experts explained that several distinct approaches are practicable which are CB-SEM, PLS-SEM, GSCA, and others. PLS-SEM is a clear advance on current methods because the procedure has many characteristics of interest, particularly its focus on the analysis of variance using SmartPLS, besides it is used in exploratory study (Bacon, 1999; Wong, 2013, Hair et al., 2018). The present study goal is to explain the key target construct (soft skills) which has relatively complex path models (see figure 4.3 on page 222). In such circumstances, Sarstedt and Ringle (2017) explained that PLS-SEM is more appropriate when there are six or more constructs per model and equally when the indicators per construct are more than four.

In adopting the use of PLS-SEM for data analysis, experts said extreme caution must be taken to not put categorical scales on endogenous latent variables (Hair et al., 2018), applied 300 as the "maximum number of iterations" (Ringle et al., 2010), bootstrap sample should be 5000 with number of cases same as the number of valid observation (Hair et al., 2018). Thus, they should not use chi-square goodness of fit in

the evaluation of inner model (Henseler & Sartstedt, 2013) and report indicator loadings of outer loadings (Bagozzi & Yi, 1988).

Wong (2013) posited that it is essential to establish reliability and validity of the latent variables through confirmatory component analysis (CCA) rather confirmatory factor analysis to enable the examination of the structural model. Wong outlined validity and reliability issues that must be checked when CCA is conducted which include the checking of indicator reliability, internal consistency reliability, convergent validity, and discriminant validity. Full measures of basic issues to be checked in the measurement models can be found in Table 4.3.

Table 4.3

Checking reliability and validity

What to check?	What to look for in SmartPLS?	Is it acceptable?
Reliability		
Indicator Reliability	"Outer loadings" numbers	Square each of the outer loadings to find the indicator reliability value.
		0.70 or higher is preferred. If it is an exploratory research, 0.4 or higher is acceptable. (Hulland,
		1999)
Internal Consistency Reliability	"Reliability" numbers	Composite reliability should be 0.7 or higher. If it is an exploratory research, 0.6 or higher is acceptable. (Bagozzi and Yi, 1988)
Validity		
Convergent validity	"AVE" numbers	It should be 0.5 or higher (Bagozzi and Yi, 1988)
Discriminant validity	"AVE" numbers and	Fornell and Larcker
	Latent Variable	(1981) suggest that the "square root" of AVE of each latent variable should be greater than the correlations among the latent variables
	Correlations	

Source: Adopted from Wong (2013)

4.4.1 Research model

The empirical application in this study built on the soft skills model and data obtained from the survey of undergraduate preservice teachers from federal universities in north-central Nigeria. The data had been categorised into the various factors through an exploratory factor analysis. Results from EFAs revealed that soft skills construct was made of five multi-faceted constructs whereby teaching performance construct had three multi-faceted constructs and class had only one construct. The proof that the model was a hierarchical component model coincides the claim of experts saying that data can expand models into many components (Hair et al., 2018). An example of higher order component model is when lower order components of a construct are specified as multi-faceted and the higher order component is the overall (global) construct (Matthew, Hair & Matthew, 2018). They proposed that the lower order constructs can have reflective indicators while the higher order indicators should be assessed formatively using beta values or effect sizes. A licensed SmartPLS software downloaded with full permission and data sets from field survey were used to fill in the hypothesised model accordingly.

The goal of this study was to assess the level of soft skills developed by participants as a result of participating in the course and the impact this can have on the participants' demonstration of soft skills in their perception of teaching performance success. Soft skill represents preservice teachers' extent of training during undergraduate's teacher preparation on their social competencies and personality (affective domain) (FRN 2013; Hendriana 2017). Research has shown that development of soft skill is necessary for workers to be effective in today's workplace (Good & Lavigne, 2018; Hendriana, 2017; Robles, 2012; Kechagias, 2011).

The national education policy in Nigeria (2013), Aworanti, Taiwo, and Iluobe (2015), Lamb et al. (2017) also Kechagias (2011) among others and the results of EFA analysis of the survey data managed to identify multifaceted lower order components that represent the key sources of soft skill: 1 commitment to duty, 2 lifelong skills, 3 communication skills, 4 creativity skills, and 5 teamwork skills. These attributes are called the "Big Five" skills by Kautz et al. (2014).

Teaching performance had revealed to have 3 factors according to the survey data analysis and (Toland & De-Ayala, 2005; Moreno-Murcia, Torregrosa & Pedreno, 2015). Meanwhile, working environment also called as class in this study had only one factor as revealed by EFA of the surveyed data. With respect to the construct measurement, all constructs had lower order reflectively measurement models.

This model estimation drew data from 722 respondents of faculty of education final year students of federal universities in north-central Nigeria who participated in the course (curriculum and instruction). Sarstedt and Ringle (2017) explained that to detect R^2 values of 0.25 and assuming a power level of 80% at a significant level of 5%, one would need >50 observations. Data was drawn on a five-point Likert scale, 5 being the highest possible value and 1 being the opposite. "Research confirms that data from Likert items (and those with similar rating scales) becomes significantly less accurate when the number of scale points drops below five or above seven" (Johns, 2010).

4.4.2 Estimation of the model

Model estimation in this study adopted the default settings in SMARTPLS 3.2. PLS-SEM algorithms, weighting scheme path, 300 iterations, stop criterion 0.00000001, and equal indicator weighted for initialisation. Figure 4.3 shows the PLS-SEM results. The model has reflective outer indicators since the indicators are traits that explained their respective constructs (Diamandopaulos, 2001) and formative inner indicators since the constructs at this level are traits not explaining the indicators, rather they are a combination of the indicators, the measures are also the consequences of the construct (Rossiter, 2002). Two main constructs (soft skills and teaching performance success) were single item constructs since they were global items and PLS-SEM allowed unrestricted used of single item construct (Ringle et al., 2012; Fuch et al., 2009). Overall, the figures yielded from the initial confirmatory component analysis revealed that further refinement was required because some indices were not consistent with the experts' suggested values.
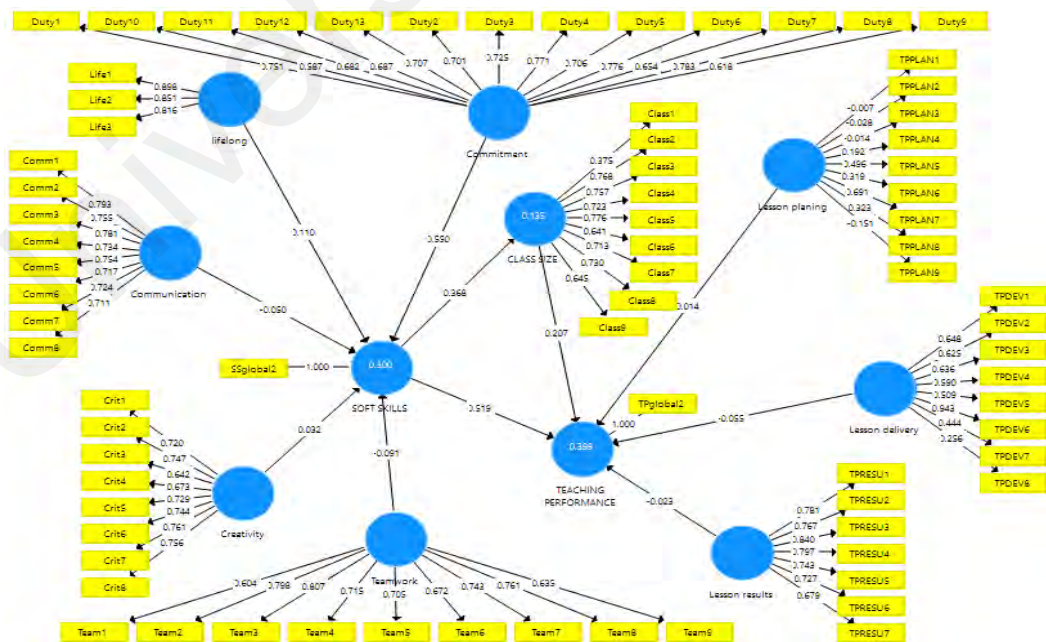
Figure 4.3 Soft skills model and PLS-SEM result before evaluation.

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Specifically, in Figure 4.3, standardised regressions coefficients B are represented on the paths relations while coefficient of determination R^2 is displayed on the circles of the endogenous latent variables. Initial results indicated that soft skills have stronger relationship (B=0.519) on teaching performance followed by class (0.207). Commitment to duty has the strongest effect on soft skills (0.550) followed by lifelong learning (0.110), creativity (0.030), communication (-0.050), and teamwork (-0.091). Together they explained 30% (R^2 Value coefficient of determination) of variance in soft skills. Meanwhile soft skills, class size, lesson planning, lesson delivery, and results altogether explain 39.9% (R^2 Value) of teaching performance.

Following the procedures used to execute PLS-SEM, experts explained that an assessment of the measurement model must be done first (Hair, Sarstedt, Ringle & Gudergan, 2018; Wong, 2013; Sarstedt & Ringle, 2017). Firstly, the assessment of the measurement model was taken. The assessment of the measurement model showed that few (TPDEV8,9, TPPLAN9,8,1,2, CLASS1 etc) indicators in the measurement model had factor loadings lower than the minimum accepted value of 0.50 suggested by (Hair, Sarstedt, Ringle & Gudergan, 2018; Wong, 2013; Sarstedt & Ringle, 2017; Vinzi, Chin, Henseler, & Wang, 2010; Holmes-Smith, 2011). Most of the indicator loadings for lesson planning were below 0.5; this was surprising because most of the items had similar correlation r which was around 0.5 in the EFA analysis which could necessarily be expected to hang together. This outcome revealed one of the strengths of PLS-SEM over other analysis procedures. Under this circumstance, scholars posited that further refinement is required by removing the items one after the other in series of PLS-SEM analysis before the final PLS-SEM confirmatory component analysis is

reported (Hair, Sarstedt, Ringle & Gudergan, 2018; Sarstedt & Ringle, 2017; Wong, 2013). Figure 4.4 shows the final PLS-SEM model results for the assessment.
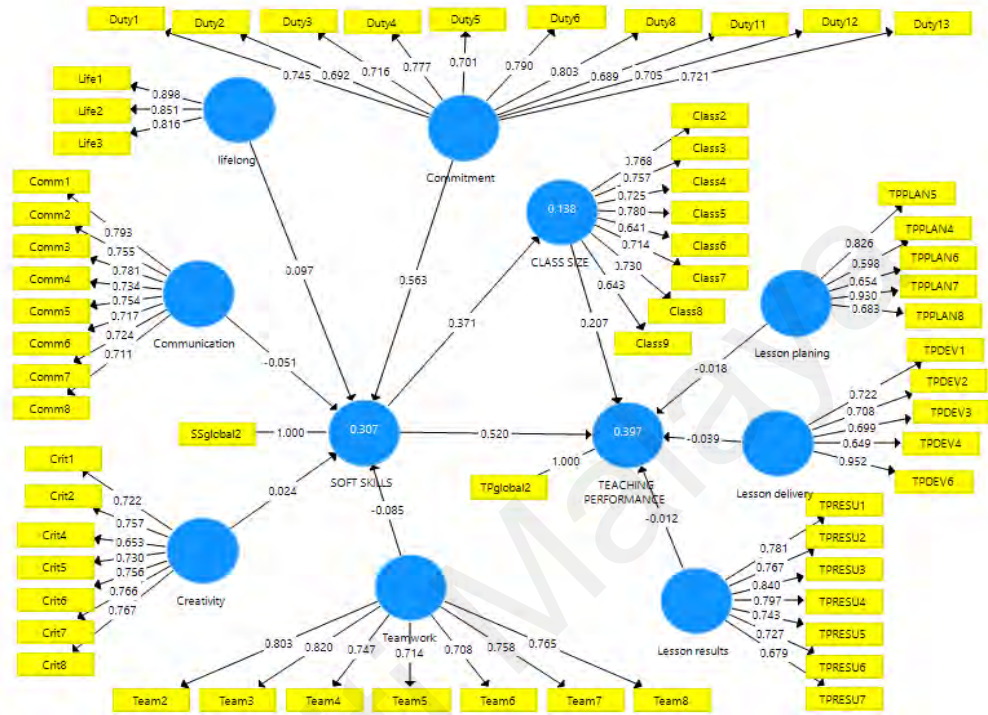
Figure 4.4 Soft skills model and PLS-SEM result after evaluation.

4.5 Measurement model assessment

It's obvious that the starting point for evaluation of PLS-SEM results was the assessment of the measurement model. Measurement model in the present study was all reflective. Hence, outer loadings were assessed according to the suggestions of Hair, Sarstedt, Ringle and Gudergan (2018). The stop criterion was set at 300 minimum iteration, in the results, the algorithms converged after 3 iterations instead of the 300-mark indicating that the estimation is good (Wong, 2013). Full measures of the measurement model can be found in Table 4.3 with their respective evaluation criteria. After running the consistent PLS algorithm function, measurement model was evaluated to determine the convergent validity, internal consistency reliability, discriminant validity (HTMT), and variance inflation factor (VIF) Hair et al. (2017).

Table 4.4

PLS-SEM assessment results of measurement model

| Latent variable | Indicators | Convergent validity | | Internal consistency reliability | | |
| | | Loadings | Indicator reliability | AVE | composite reliability Pc | Cronbach's alpha |
		>0.60	>0.40	>0.50	>0.70	0.70-0.90
WE				0.52	0.896	0.868
	Class2	0.768	0.59			
	Class3	0.757	0.573			
	Class4	0.725	0.525			
	Class5	0.78	0.608			
	Class6	0.641	0.41			
	Class7	0.714	0.509			
	Class8	0.73	0.532			
	Class9	0.643	0.413			
COS				0.557	0.91	0.887
	Comm1	0.793	0.628			
	Comm2	0.755	0.57			
	Comm3	0.781	0.609			
	Comm4	0.734	0.538			
	Comm5	0.754	0.568			
	Comm6	0.717	0.514			
	Comm7	0.724	0.524			
	Comm8	0.711	0.505			
CRS				0.543	0.892	0.859
	Crit1	0.722	0.521			
	Crit2	0.757	0.573			
	Crit4	0.653	0.426			
	Crit5	0.73	0.53			
	Crit6	0.756	0.571			
	Crit7	0.766	0.586			
	Crit8	0.767	0.588			
CDS				0.54	0.921	0.907
	Duty1	0.745	0.555			
	Duty11	0.689	0.474			
	Duty12	0.705	0.497			
	Duty13	0.721	0.519			
	Duty2	0.692	0.478			
	Duty3	0.716	0.512			
	Duty4	0.777	0.603			
	Duty5	0.701	0.491			
	Duty6	0.79	0.624			
	Duty8	0.803	0.644			
LLS				0.732	0.891	0.817
	Life1	0.898	0.806			
	Life2	0.851	0.724			
	Life3	0.816	0.665			
LDP				0.568	0.886	0.881
	TPDEV1	0.722	0.521			
	TPDEV2	0.708	0.501			
	TPDEV3	0.699	0.488			
	TPDEV4	0.649	0.421			

Table 4.4 (Continued)

| Latent variable | Indicators | Convergent validity | | | Internal consistency reliability | |
		Loadings >0.60	Indicator reliability >0.40	AVE >0.50	composite reliability Pc >0.70	Cronbach's alpha 0.70-0.90
	TPDEV6	0.952	0.906			
LPP				0.56	0.861	0.852
	TPPLAN4	0.631	0.401			
	TPPLAN5	0.826	0.682			
	TPPLAN6	0.654	0.427			
	TPPLAN7	0.93	0.864			
	TPPLAN8	0.683	0.466			
LRP				0.583	0.907	0.882
	TPRESU1	0.781	0.609			
	TPRESU2	0.767	0.588			
	TPRESU3	0.84	0.705			
	TPRESU4	0.797	0.635			
	TPRESU5	0.743	0.552			
	TPRESU6	0.727	0.528			
	TPRESU7	0.679	0.461			
TWS				0.578	0.905	0.878
	Team2	0.803	0.644			
	Team3	0.82	0.672			
	Team4	0.747	0.558			
	Team5	0.714	0.509			
	Team6	0.708	0.501			
	Team7	0.758	0.574			
	Team8	0.765	0.585			

Note: SS: Soft skills; TJP: Teaching job performance; WE: Class control; CDS: Commitment to duty; LLS: Lifelong learning; COS: Communication skills; CRS: Creativity skills; TWS: Teamwork skills; LPP: Lesson planning performances: LDP: Lesson delivery performance: LRP: Lesson results.

Results of PLS-SEM in Table 4.4 indicates that the measurement model follows the assessment criteria proposed by scholars. First, outer loadings are >0.60 threshold with much higher than 0.70, second, indicator reliability is >0.40; an indication that the indicators exhibited a sufficient level of reliability. Third, the AVE values >0.50 give support for measures convergent validity. Furthermore, composite reliability has values >0.861 exceeding the accepted minimum value with a wide margin. Lastly, Cronbach's alpha value ranges between 0.852-0.907 which is acceptable. PLS-SEM results suggest that all constructs measures were sufficiently consistent. Soft skills and teaching performance are absent from the report because they are single item

constructs therefore the data and latent variables scores are identical (Sarstedt & Ringle, 2017). Consequently, they do not have a measurement model to be assessed through the standard criteria.

4.5.1   Outer loadings reliability

This is supposedly the first parameter to be assessed in PLS-SEM results. It is noted that the least outer loading is (0.6) while the highest was (0.9), implying that the least indicator reliability is (0.4) and the highest was (0.8), as highlighted in Table 4.4. In PLS-SEM, loadings of (0.7) indicate that the variable explains 50% of the variance, meaning that the indicator has satisfactory degree of reliability (Sarstedt & Ringle, 2017). Hulland (1999) expounded that in an exploratory research, loadings of (0.6) or higher mean that the indicator explains 40% of the variance having good degree of reliability therefore is accepted. It is noted that the present study had all indicators reliability values that were much larger than accepted value of (0.4) and clustered close to the preferred indicator reliability value level of 0.7.

4.5.1.1   Convergent Validity

Convergent validity shows the extent to which a construct converges in its indicator through an explanation of the item's variances. This is normally determined from the average variance extracted (AVE). It was found that AVE values were more than 0.5 exceeding the acceptable threshold. Therefore, convergent validity is confirmed since they are greater than the accepted threshold of 0.5 or higher according to (Henseler, Ringle & Sarstedt, 2015: Bagozzi & Yi, 1988). This indicates that on average, all constructs in this study explained more than 50% of the variance of its items. Full picture of various constructs AVE with the cut of threshold can be found in Appendix H.

4.5.1.2   Internal consistency reliability

Internal consistency was checked by looking at the composite reliability values in PLS-SEM as suggested by (Bagozzi & Yi, 1988; Hair, Sarstedt, Ringle & Gudergan, 2018). It had replaced the traditional usage of Cronbach's alpha because it offers a better estimate of variance shared by the respective indicators and uses the item loadings obtained within the nomological network (Hair, Black, Babin, Anderson, & Ronald, 2006). From results in table 4.4, we can note that composite reliability values are higher than 0.86 exceeding the minimum cut-off mark of 0.7 (Bagozzi & Yi, 1988). Even the Cronbach's alpha values are higher than the cut-off mark, ranging between 0.817-0.907 thus is acceptably.

4.5.1.3   Discriminant validity

Discriminant validity can be assessed by squaring each AVE (Fornell & Larcker, 1981). Fornell and Larcker (1981) postulated that the square root of AVE of each latent variable should be greater than the correlation among the latent variables. Many experts now contend that rather than using Fornell-Larcker approach to check discriminant validity, it may be more useful to check the Heterotrait-Monotrait ratio (HTMT) inference criterion. Hair, Sarstedt, Ringle and Gudergan (2018) said that discriminant validity is best checked in PLS-SEM through its HTMT instead of squaring each AVE. They posited that as a rule of thumb, HTMT ought not to pass the conservative threshold of 0.85 or 0.90. The assessment of the HTMT revealed that all the results range between 0.030-0.897, these are clearly below the conservative threshold of 0.85-0.90 (Henseler, Ringle, & Sarstedt, 2015). In fact, only one construct even extended beyond the threshold of 0.85. Full measures can be found in Table 4.5.

Table 4.5

Discriminant validity (HTMT)

	CDS	COS	CRS	LDP	LLS	LPP	LRP	SS	TJP	TWS	WE
CDS											
COS	0.819										
CRS	0.827	0.847									
LDP	0.057	0.071	0.066								
LLS	0.628	0.567	0.701	0.03							
LPP	0.058	0.075	0.056	0.156	0.036						
LRP	0.056	0.065	0.072	0.18	0.053	0.897					
SS	0.533	0.397	0.439	0.023	0.388	0.039	0.086				
TJP	0.53	0.409	0.44	0.025	0.38	0.021	0.062	0.599			
TWS	0.705	0.669	0.667	0.026	0.629	0.042	0.052	0.315	0.354		
WE	0.585	0.579	0.564	0.063	0.401	0.076	0.044	0.395	0.426	0.47	

Note: SS: Soft skills; TJP: Teaching job performance; WE: Class size; CDS: Commitment to duty; LLS: Lifelong learning; COS: Communication skills; CRS: Creativity skills; TWS: Teamwork skills; LPP: Lesson planning performances: LDP: Lesson delivery performance: LRP: Lesson results.

To further validate this outcome, a bootstrap was conducted in line with Henseler, Ringle, & Sarstedt, (2015) suggestions. As stated earlier, many experts now contend that rather than using Fornell-Larcker approach to check discriminant validity, it may be more useful to check the HTMT inference criterion. They proposed that default settings should be adopted but the amount of results should be changed to a complete bootstrapping to get accurate HTMT results. Bootstrap results revealed that all the values of HTMT were below the upper interval confidence limit of 1.0, signifying that all HTMT values were significantly different from 1. This is the confirmation that discriminant validity had been established for the soft skill model. The results on bootstrap are presented in Appendix H.

In a nutshell, the measurement model results indicated that all values satisfied the various limits recommended by experts, confirmatory composite analysis results provided strong support for the measurement model, reliability was excellent, and construct validity was present. Therefore, the study was confident that the reflectively measured composite constructs were reliable and these provided safe grounds for assessment of the structural model. Analysing the correlations, it was observed that respective latent variables were well correlated with their manifest variables as each of the scales contributed significantly to its' underlying construct. This indicated that indicators had described their latent variables appropriately.

4.6 Assessment of the structural model

Since the measurement model had been confirmed that it was valid, an assessment of the structural model was undertaken keenly. The evidence that could lead to the confirmation or rejection of the hypothesised model is in the structural model because it contains the relationships between the latent variables involved therein the model. Suffice it to say that herein lies the crux of the matter. Scholars identified coefficient of determination (R^2) explanation of the latent variables, predictive relevance (Q^2), significance, and relevance of the path coefficients beta (β) as well as the effect sizes (f^2 and q^2) of the path coefficients (Sarstedt & Ringle, 2017; Matthews, Hair & Matthews, 2018) as the basic facts that should be checked when assessing the structural model.

To review the coefficient of determination (variance explained) in each endogenous construct, experts explained that as a rule of thumb, the R^2 values should range from 0 to 1 whereby higher level indicate more predictive accuracy (Hair, Sarstedt, Ringle & Gudergan, 2018). The rule of thumb here says that R^2 values of 0.75, 0.50, and 0.25 can be considered substantial, moderate, and weak (Sarstedt & Ringle, 2017). Although Raithel and Schwaiger (2015) said that R^2 value of 0.10 can be considered satisfactory but this would depend on the research context hence it is important for a study result to be interpreted within a context. The productiveness of the theoretical model is the one represented by the R^2 value in the dependent constructs (Guo, Yuan, Archer & Connelly, 2011).

Since 1974, Geisser (1974) posited that another way to assess the predictive accuracy of a model is to consider its Q^2 value done through the blindfolding procedure in PLS-SEM. During the blindfolding process, one item is omitted at a time in the

matrix while the matrix is being estimated. The process is done repeatedly until each data point has been omitted while the model is re-estimated. Geisser (1974) said that "the smaller the difference between the predicted and the original values, the greater the Q^2 criterion thus the model's predictive accuracy and relevance". The rule of thumb marks that the values of Q^2 larger than 0 for a construct indicate the path model's predictive accuracy thereby is accepted for this construct. In contrast, when the value of Q^2 is below zero, this shows a lack of predictive relevance. To perform blindfolding in PLS-SEM, data points are supposed to be omitted sequentially. Hair 2017 suggested adopting an omission distance between 7 to 10 and using the cross validated redundancy approach.

The hypothesised relationship linking the construct is assessed to check the strength of the relationship between the two constructs (Sridharan, Deng, Kirk, & Corbitt, 2010). This measure indicates the strength of relationship between independent variable and its correspondent dependent variable. The cut-off would be based on three levels; 0.2 weak, values between 0.2 to 0.5 moderate, and values greater than 0.5 shows strong effect (Cohen, 1998). For example, if a path coefficient is 0.5 which is moderate, it implies that with all independent constructs kept constant, a path coefficient of 0.5 means that if independent variable increases by one standard deviation unit, the dependent variable would increase by 0.5 standard deviation.

Assessing the f^2 and q^2 effects: The f^2 effects show the change that occurs in the R^2 value when a specific predictor is omitted from the model. The guideline to assessing f^2 values are that f^2 values of 0.02, 0.15, and 0.35 represent small effects, medium effects, and large effects respectively (Cohen, 1988). Therefore, effect size value of <0.02 indicates that there is no effect. The q^2 effects size indicates the change

in Q^2 as a specified exogenous construct being omitted from the model and this was assessed in a similar manner with the f^2.

To further substantiate the findings, significance testing of the structural path would be checked in bootstrapping to gauge the strength of the relationships. The significance assessment builds on bootstrapping standard error as a basis for calculating t and p values of path coefficients (Sarstedt & Ringle, 2017). Experts opined that a path coefficient is significant at 5% level of significance if zero does not fall into the 95% confidence interval (Aguirre-Urreta & Ronkko, 2017). The present study would follow the criteria set by experts in carrying out the bootstrapping. Wong (2013) suggested that bootstrapping should be done with the number of subsamples of 5000, number of cases same as number of observations and keeping the other parameters in the default settings constant. Figure 4.5 shows the structural model with the reflective measurement models hiding to have a clear picture of occurrences within the structural model.
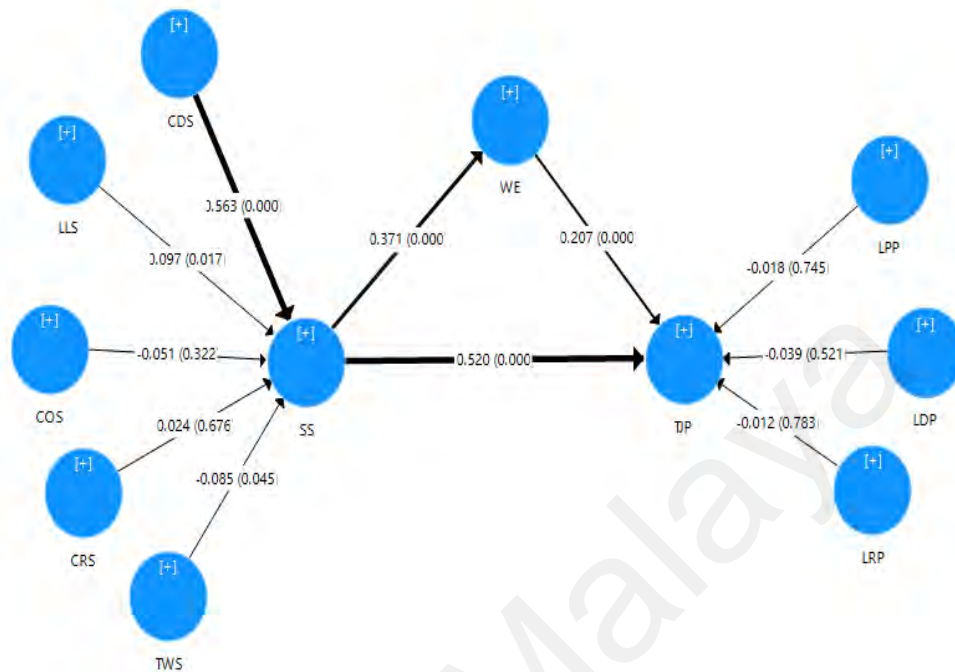
Figure 4.5 Structural model path coefficients and p values

Note: *SS: Soft skills; TJP: Teaching job performance; WE: Class size; CDS: Commitment to duty; LLS: Lifelong learning; COS: Communication skills; CRS: Creativity skills; TWS: Teamwork skills; LPP: Lesson planning performances: LDP: Lesson delivery performance: LRP: Lesson results.*

Evaluating the structural model in Figure 4.5, beginning with the main construct of study (soft skills) in the PLS-SEM result. The attribute CDS (β =0.563, f^2=0.157, 95%CI [0.46, 0.66], p=0.00) has the strongest effect on SS, this is followed by LLS (β =0.097, f^2=0.008, 95%CI [0.02, 0.18], p=0.017), the effect of CRS was (β =0.024, f^2=<0.001, 95%CI [-0.091, 0.138], p=0.676), the effect of COS and TWS tilted downward with effect sizes (β =-0.051, f^2=0.001, 95%CI [-0.156, 0.045], p=0.322) and (β =-0.085, f^2=0.006, 95%CI [-0.173, -0.004], p=0.045) respectively. Bootstrapping results substantiated that the effect of CDS and LLS on SS is significant at 5% level of significance. COS and CRS effects were not significant while TWS had a significant effect at 0.05 level of significant despite its path coefficient tilting to the negative site. It is also noted that these attributes explain 30.2% of soft skills construct variance (R^2

= 0.302), though this value is moderate, it is satisfactory since this is an exploratory study (Raithel & Schwaiger, 2015).

It is enticing to note that with the critical role of soft skills, the effect sizes of the various entities indicated that they may not be enough for preservice teachers to adequately take care of multidimensional classes. Specifically, it was revealed that they lacked the skills of communication and creativity. Therefore, they need more guidance to learn to develop collaborative skills, lifelong skills, and commitment to duty skills.

When analysing the mediator variable, WE (class control), which has a coefficient of determination value of (R^2 = 0.138), it is noted that SS has a moderately strong effect on WE (β =0.0371, f^2=0.016, 95%CI [0.287, 0.451], p=0.000). It shows that 13.8% of variance in class size construct is explained by soft skills alone. The effect of soft skills on class size was significant at 5% level of significance.

Lastly but not the least is analysing the construct teaching performance success (TJP) at the right side of the model. The main construct in this study, soft skills SS had the strongest effect on teaching job performance TJP (β =0.522, f^2=0.382, 95%CI [0.447, 0.597], p=0.000). This was followed by the effect of class size to teaching performance success WE -> TJP (β =0.207, f^2=0.061, 95%CI [0.129, 0.279], p=0.000), the effects of LRP, LPP and LDP to TJP were (β =-0.012, f^2=<0.001, 95%CI [-0.076, 0.094], p=0.783), (β =-0.018, f^2=<0.001, 95%CI [-0.113, 0.094], p=0.274) and (β =-0.039, f^2=0.002, 95%CI [-0.110, 0.111], p=0.521) respectively. Bootstrapping results substantiated that the effects of soft skills and class size on teaching job performance were significant at 0.05 level of significance while those of LPP, LDP, and LRP did not have significant effect at 0.05 level of significance. Worthy of note from the result

is the fact that the model explains 39.7% of the variance in teaching job performance ($R^2 = 0.397$). This is relatively substantial and satisfactory since the model considers the effect of soft skills and the mediating variable class size as predictors of teaching job performance. Full results can be seen in Table 4.6 presenting the summary of the findings. These results suggest that teacher educators should focus intensely on inculcating soft skills that positively enhance teachers' performance in teaching.

Table 4.6

PLS-SEM structural model significance testing results

Paths	Path coefficients	95%Bca Confidence interval	T Statistics (|O/STDEV|)	*P* Values *p* < 0.05	Significant (*p* < 0.05)?	*f²* effect size	*q²* effect size
CDS → SS	0.563	0.456, 0.662	10.707	0.000	YES	0.157	0.15
COS→ SS	−0.051	−0.156, 0.045	0.99	0.322	NO	0.001	−0.002
CRS →SS	0.024	−0.091, 0.138	0.418	0.676	NO	<0.001	−0.002
LDP →TJP	−0.039	−0.110, 0.111	0.642	0.521	NO	0.002	−0.001
LLS →SS	0.097	0.019, 0.179	2.386	0.017	YES	0.008	0.005
LPP →TJP	−0.018	−0.113, 0.094	0.326	0.745	NO	<0.001	−0.001
LRP →TJP	−0.012	−0.076, 0.094	0.276	0.783	NO	<0.001	<0.001
SS →TJP	0.52	0.447, 0.597	13.388	0.000	YES	0.382	0.361
SS →WE	0.371	0.287, 0.451	8.812	0.000	YES	0.16	0.071
TWS →SS	−0.085	−0.173, −0.004	2.005	0.045	YES	0.006	0.004
WE →TJP	0.207	0.129, 0.279	5.429	0.000	YES	0.061	0.051

Note: SS: Soft skills; TJP: Teaching job performance; WE: Class size; CDS: Commitment to duty; LLS: Lifelong learning; COS: Communication skills; CRS: Creativity skills; TWS: Teamwork skills; LPP: Lesson planning performances: LDP: Lesson delivery performance: LRP: Lesson results.

4.6.1   Effect size (f^2 and q^2 effects)

Naturally effect sizes allow us to evaluate the incremental explanation of the independent variables of the dependent variables (Ringle et al., 2012). Thus, they were used to make a stronger case for model predictive capacity. Interestingly, the medium coefficient of determination of soft skills gained was found to have strong effect on teaching performance. Table 4.6 indicates that very large effects size has occurred for the relationship between soft skills gained and teaching performance SS -> TJP (0.382), this relationship also has a moderately strong path coefficient ($B = 0.526$). CDS -> SS (0.157), and SS -> WE (0.160) has a strong path coefficient but a medium effect size. WE -> TJP (0.061) has a small effect, its path coefficient ($B = 0.207$) is weak though satisfactory. All the other effects sizes are weak and negligible indicating that there is no effect.

The predictive relevance was achieved by carrying out the blindfolding process using an omission distance of D = 7. Blindfolding results indicate that the Q^2 values for all endogenous constructs are above zero. TJP has the highest value of ($Q^2 = 0.377$) followed by SS with values of ($Q^2 = 0.289$) and WE have a value of ($Q^2 = 0.067$). This confirms that the model has predictive accuracy. Sarstedt and Ringle (2017) explained that when a Q^2 value is larger than zero for an endogenous variable, it's an indication that the path model predictive accuracy is accepted for the construct. "As a rule of thumb, Q2 values higher than 0, 0.25 and 0.50 depict small, medium and large predictive relevance" (Hair et al. 2019, p. 12).

Analysis of the q^2 effect size from Table 4.6 reveals that the relationship SS -> TJP (0.361) is quite large, indicating that soft skills have large predictive relevance for teaching job performance. Similarly, the relationship between CDS -> SS (0.150) is

medium, an indication of the fact that commitment to duty attribute has a significantly medium predictive relevance on acquisition of teaching soft skills. The relationship between WE -> TJP (0.05) is above 0.02 indicating that the effect size is weak. This suggests that class size has weak predictive relevance in enhancing teaching job performance. All other q^2 effects sizes are below 0.02 threshold [LLS -> SS (0.005); SS -> WE (0.007); TWS -> SS (0.004) and so on are negligible.

4.6.2 Mediation analysis

Examining mediation arises in research when a third variable serves as a "go between" in two other variables in PLS-SEM (Matthew, Hair & Matthew 2018). In this situation, a change in a variable usually the exogenous variable produces a change in the mediator variable which then produces change in the endogenous construct. When this happens, a mediator variable is the one that dictates the nature of the relationship (Hair, Hult, Ringle & Sarstedt, 2017).

To achieve testing for mediation, a series of analysis involving testing the significance of the indirect effects is required. If the indirect effect is not significant, then the construct is not acting as a mediator. Mediation effects can be classified into four classes as indirect only (full) mediation, partial mediation, complementary mediation or competitive mediation (Hair, et al., 2017).

Indirect only (full) mediation can occur when the direct relationship between the exogenous construct and endogenous construct is not significant. When the direct relationship is significant, partial mediation has occurred. When all the paths (exogenous to mediator, mediator to endogenous and exogenous to endogenous) are significant, then complementary mediation has occurred. But when all the three paths are not significant then there is competitive mediation.

Mediation has been traditionally carried out through multiple regression or the PROCESS approach recommended by Preacher and Hayes (Matthew, Hair & Matthew 2018). Nowadays, mediation results are easily obtained through PLS-SEM. In PLS-SEM, all the mediated relationships are normally tested simultaneously by bootstrapping. This reduces bias (Hair, Sarstedt, Hopkins & Kuppelwieser 2014) and allows more thorough understanding of the overall effects concurrently (Hair, Hult, Ringle & Sarstedt, 2017). Full measures of the mediation results can be found in Appendix H.

From my data analysis, PLS-SEM results indicate that control of owned class played complementary mediation role in the study. The links between the main construct of the study are statistically significant. SS-> WE (β =0.0371, f^2=0.016, 95%CI [0.287, 0.451], p=0.000), WE -> TJP (β =0.207, f^2=0.061, 95%CI [0.129, 0.279], p=0.000) and SS -> TJP (β =0.522, f^2=0.382, 95%CI [0.447, 0.597], p=0.000).

4.6.3 Moderation analysis

Moderation is an interaction effect that can take place when the relationship between two constructs differ due to the existence of a third construct (Henseler & Chin, 2010). When moderation is introduced in a model, the variation can affect the direction or strength of the relationship. In conducting moderation analysis in PLS-SEM, Hair et al. (2018) stressed that it is important to focus on three key things namely the significance of the moderating effect, the effect size (f^2) and how much it contributes to R^2 of the endogenous construct as a function of a moderator, and then report a simple slope plot. Figure 4.6 shows the model with a moderator variable meanwhile Table 4.7 shows the summary of moderation structural model results.
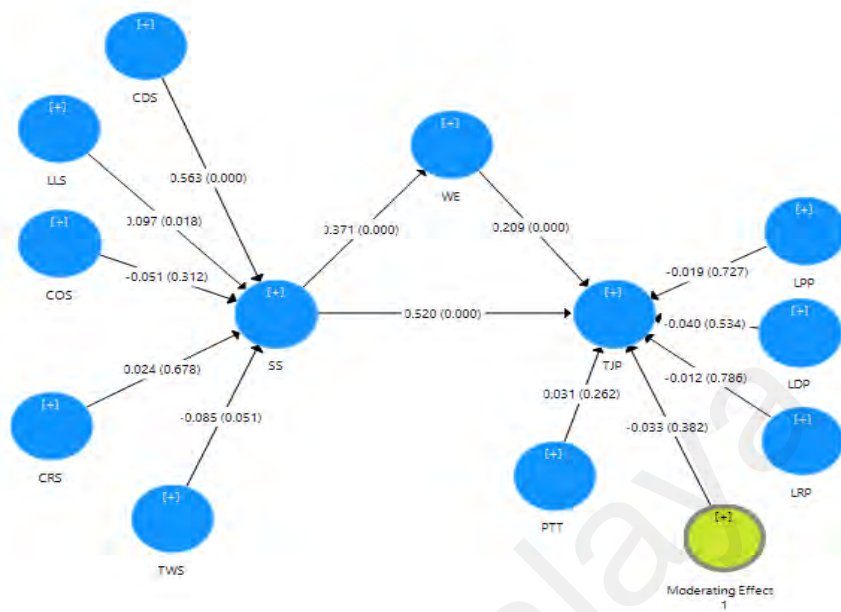
Figure 4.6 Moderation model with results

Note: SS: Soft skills; TJP: Teaching job performance; WE: Class size; CDS: Commitment to duty; LLS: Lifelong learning; COS: Communication skills; CRS: Creativity skills; TWS: Teamwork skills; LPP: Lesson planning performances: LDP: Lesson delivery performance: LRP: Lesson results.

Table 4.7

Moderation structural model result

| Structural relations | Model 1 (main effect) | | Model 2 (interaction effect | |
	Path coefficient	R^2	Path coefficient	R^2
SS -> TJP	0.522	0.398	0.52	0.399
PTT - TJP	0.032		0.031	
Interaction term			-0.033	

Note: SS: Soft skills; TJP: Teaching job performance; PTT: Previous teacher training

From results in table 4.7, it can be noted that the moderating effect is associated with an insignificant increase (B = -0.033, p<0.05) in teaching performance success. The inclusion of the variable previous teacher training as a control element allows us to conclude that the results of the model holds regardless of the previous teacher training.

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The moderation model R^2 is ($R^2 = 0.399$, p<0.05). This figure is similar to the R^2 of the model without moderator ($R^2 = 0.397$, p<0.05) and the moderation effect size ($f^2 = 0.002$) is very weak. As put forward by Kenny (2016), the evidence I found indicates no effect. It suggests that previous exposure to teacher training did not influence teaching performance success. This outcome is to be expected since the goal of the present study is not to confirm a theory rather it is meant to provide a better understanding of the relationship among the constructs in the study in order to build a theory supported model.

Figure 4.7 depicts the simple slope (graph) for a visual inspection of the direction and strength of the moderating effect. It is noted that the slope of the relationship between soft skills and teaching job performance constructs are almost parallel to each other, indicating that previous exposure to teacher training does not have any effect on the respondent's perception of job performance. The relationship between soft skills and teaching job Performance is positive for all three lines as indicated by their positive slope. Hence, higher levels of soft skills, higher levels of job performance, the strength and, direction of the relationship do not change due to the moderator.
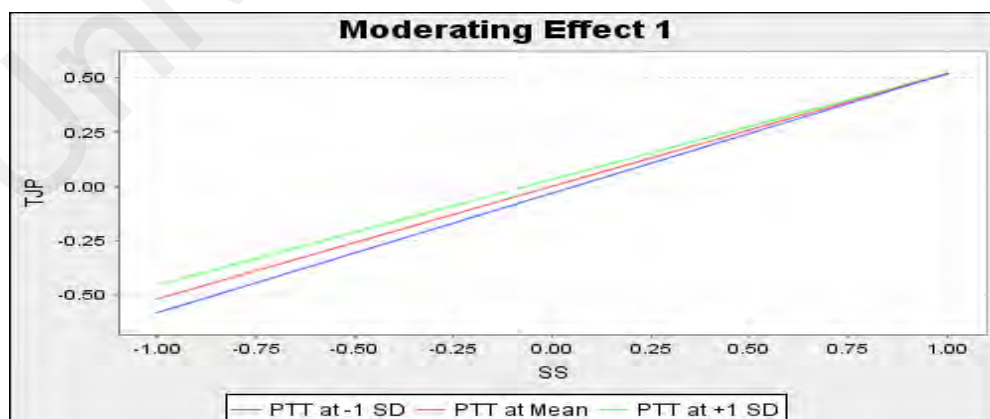

Figure 4.7 Two-dimensional graph showing moderating effect

Note: *SS: Soft skills; TJP: Teaching job performance; PTT: Previous teacher training.*

4.6.1 Research questions

Research question one: i) To what extent do participants experience changes in connection with soft skills education?

Table 4.8

R^2 and Q^2 values

Construct	R^2 value	level	Q^2 value	level
Soft skills (SS)	0.302	Moderate	0.289	Large
Teaching job performance (TJP)	0.397	Moderate	0.377	Large
Class size (WE)	0.138	weak	0.067	Small

Results in Table 4.8 reveals the soft skills construct R^2 is (R^2 =0.302), signify the soft skills accounted for 30.2% total variance of its various attributes (commitment to duty, lifelong learning, communication skills, creativity skills, and teamwork skills). The combine effects of all these attributes causes 30.2% of acquired soft skills. This finding is consistent with findings of Tang (2018) which revealed the soft skills attributes accounted for (R^2 = 0.403) of the variance in soft skills. Equally consistent is that of Washor (2015) that reported an R^2 value of 0.24 from a study that tried to investigate the effect of internship on interns' soft skills. Pa-alisbo (2017) also found that teachers were moderately competent on their 21st century skills. These findings could be the basis for experts' argument that soft skills are the major challenges of new entrant graduates at workplace. To recall the results on effects of the individual soft skill attribute which indicates that commitment to duty, lifelong learning, and teamwork skills has effect on their soft skills level while communication and creativity have no effect. These findings are inconsistent with the findings of Tang (2018) which

showed "that teamwork and lifelong learning skills were the most important soft skills acquired by lecturers".

These results show that soft skills level of preservice teachers was moderate but then satisfactory according to (Sarstedt & Ringle, 2017). Raithel and Schwaiger (2015) said that R^2 0.10 value is satisfactory for an exploratory research in social science. The Q^2 (Q^2 = 0.289) for soft skills construct was larger than zero denoting that the predictive accuracy for their soft skills level was high. Ahmed, Madhuri, Reddy, and Condoor, (2018) explicated that improving soft skills courses during training helps trainees helped them in carrier progression and workplace efficiency. (Shekhawat, 2012) also said that soft skills are applicable to any situation because they constitute attributes that increases a person's interaction ability, job performance, and career prospects.

However, analysing the correlations between latent variables, it can be seen that to improve preservice teachers' level of soft skills, teacher educators should concentrate on commitment to duty skills ((β =0.563, f^2=0.157, 95%CI [0.46, 0.66], p=0.00), concentrate on the lifelong learning skills (β =0.097, f^2=0.008, 95%CI [0.02, 0.18], p=0.017). and on teamwork skills (β =-0.051, f^2=0.001, 95%CI [-0.156, 0.045], p=0.322). Considered attention should be given to communication skills (β =-0.051, f^2=0.001, 95%CI [-0.156, 0.045], p=0.322) and creativity skills (β =0.024, f^2=<0.001, 95%CI [-0.091, 0.138], p=0.676) because Mitchell et al. (2010) posited that when designing the curriculum, soft skills that ranked low should still be emphasised because there could be a lack of value placed on the skills or a lack of understanding of how to integrate them into the curriculum.

Suffice it to say that soft skills are not inborn, like all skills, however soft skills can be learned in a similar way that hard skills are developed. No wonder, Zeichner (1993) argued that we need to inculcate soft skills within preservice teachers' skills to enable them becoming successful in performing and potential generators of new knowledge on teaching.

Research question one: ii) What soft skills aspects do novice teachers feel they still need further development?

Question one (ii) explore what soft skills aspects novice teachers feel they need further development to enhance active teaching. To address this question, data was gathered using an open-ended question, this enable us to generate qualitative information from preservice teachers. Some sample typical comments from preservice teachers were:

One preservice teacher said,

I had a very challenging classroom in my first weeks of teaching. The skills I gained from the soft skills course helped me deal with the challenges. I got to know when students are following, when to change instruction tone, when my students feel that I respect them and take what they feel seriously, when to engage in skilful teaching and keep my large class interested. In fact, soft skills course has been the most relevant course in my teaching to meet the lessons objectives.

Another novice teacher said,

I thought somebody who comes out of the teacher-education programme is able to walk into a classroom prepared for almost anything. However, I find myself not able to complete my lessons within scheduled time, I spend more time settling disputes in the classroom and get stressed up. In fact, these are some of the things I wish to revisit to keep up with my teaching.

As planned, we deed a template analysis to identify themes that emerged from the data. Following Brooks et al. (2015) steps, we identified three levels (five first-level, eight second level and five third level) themes emerged from the data.

Interestingly, our findings indicated that 37.4% preservice teachers felt they gained all the soft skills needed for active teaching from the affective restructuring therapy. This outcome strengthens our PLS-SEM results which showed preservice teachers gained moderate level of soft skills in connection with the programme. The other 62.6% indicated they could have benefited from specific soft skills variables.

Final template analysis results revealed that novice teachers identified stress management (53.3%) as the most common skill needing further development. Stress management skills involves following routines, procedures, asking help, morning meetings and relaxation. Demands from administrators and parents and issues with classroom management can be overwhelming to teachers. In addition, testing requirements, teaching evaluations, and other mandates of the profession add even more stress. Learning how to deal with the requirements of teaching, while maintaining a healthy lifestyle and a lower stress level is a soft skill that all teachers need.

Adaptability (19.2%) was mentioned as the second most frequent needing further development. Planning and preparing for one's classroom a very important part of teaching. However, what happens when the day doesn't go as planned? Emergencies happen, schedules change, and events occur that make the plans change-sometimes with very little warning. Looking intensely on the adaptability cluster, participants felt they could have benefited from practicing Scenarios, completing self-reflections, and gearing-up and gearing-down sessions etc.

Third most frequent mentioned first level variable was innovation (15.7). Innovation and change involve ability to be imaginative, think outside the box, and come up with original ideas in the phase of a challenge. Surprisingly, despite the skill having medium effect on active teaching in the PLS-SEM results, participants still mentioned it as the third most first-level skill in need of further intervention.

The fourth frequently mention first-level theme was professionalism (9.3%). Professionalism is a soft skill that is vital to both getting a teaching job and keeping one. One of the first characteristics judged at a teaching job interview is the idea of professionalism (e.g. was the applicant on time, did the applicant dress professionally, did the applicant use good manners, etc.). Lastly, collaboration (2.3%) was identified as the fifth most common first-level variable they could have benefited. Here majority of their responses were under the second-level theme ethics (2.3).

Research question two: To what extent does soft skills demonstrate the influence of class size on the respondents teaching performance success?

The effect of work environment to teaching performance success (WE -> TJP) in the present study was (β =0.207, f^2=0.061, 95%CI [0.129, 0.279], p=0.000), indicating the presence of a medium effect. This finding is consistent with the findings of Tracey, Tannenbauum, and Kavanagh, (1995) who found a similar effect of transfer of learning climate to post-training behavior (B = 0.240). This is a moderate effect according to Sridharan, Deng, Kirk, & Corbitt (2010). The effect size associated with this path (f^2 = 0.061), signifies that the effect size is a medium one with a small predictive relevance (q^2 = 0.051). Blatchford (2003) mentioned that class size is an important factor when it comes to teaching as it has a significant effect on classroom instruction. It has effect on the quality as well as quantity of the instruction. The results

support the notion that work environment is important for the application of newly acquired behaviour and skills. According to Times Higher Education (THE, 2019), "a lower student-to-staff ratio can help students to cultivate closer relationships with their lecturers, have quicker access to feedback, and get involved in more interactive seminars and discussions".

Research question three: To what level do respondents demonstrate soft skills in their perception of teaching performance success?

The coefficient of determination R^2 value of teaching job performance variable is ($R^2 = 0.397$). The combine effect of soft skills ($\beta =0.522$, $f^2=0.382$, 95%CI [0.447, 0.597], $p=0.000$), and control of owned class size ($\beta =0.207$, $f^2=0.061$, 95%CI [0.129, 0.279], $p=0.000$), significantly caused 39.7% variation in teaching job performance thus the value is acceptable for a large sample of 722. This is in tandem with the findings of Pa-alisbo (2017) that teachers express a high level of satisfaction with their job performance. This is inconsistent with Ibrahim, Boerhannoeddin and Bakere (2017)'s study on job performance which had reported R^2 value of 0.178. This shows that there is inconsistency in the R^2 value when assessing job performance. According to Hair et al. (2014), acceptable values of R^2 depend on the model's complexity and field of research. It is therefore safe to say that in order to increase teaching performance, faculties saddled with the responsibility of producing educators should concentrate first on the soft skills before other considerations.

Teachers are professionals whose technical expertise and pedagogies treatment need to be blended to bring about success in teaching. Therefore, in teacher training, preservice teachers are exposed to various areas of knowledge about students, the curriculum, teaching strategies, subject matter knowledge, and educational aims (Shulman (1986). However, recent studies expressed that the knowledge that more directly informs practice has been more relevant and suitable for meeting the demands

of teachers (States et al. 2018; Lamb et al. 2017; Robles 2012). This skill which is generally referred to as soft skills includes such concepts as conscious behaviour, collaborative skills, communication skills, adaption/lifelong skills, and creativity/innovative skills. Preservice teachers in this study expressed that soft skills have critical role in their ability to control owned class and teaching performance success.

Research question 4a: What is the extent of the direct effect size of soft skills on teaching performance success?

Findings from this study indicated that the soft skills had direct effect on teaching performance (β =0.522, f^2=0.382, 95%CI [0.447, 0.597], p=0.000), indicating a strong relationship. This value is consistent with the findings of Anggani (2017) which found that soft skills had dominant effect on job performance with an aggregate value of (B = 0.448) compared to hard skills (B = 0.337). Another evidence was the finding of Sanja and Munshi (2017) which found a beta value of (B = 0.508) between soft skills and work performance among employees in Belgaum city. These similarities in effect seem to go on and on for Hattie (2009) who found (B = 0.52) between teachers' soft skills and enhanced classroom teaching. On the contrary, Polnaya, Nirwanto and Triatmanto (2018) found a much lower direct effect of (B = 0.232) between soft skills and job performance Ibrahim, Boerhannoeddin & Bakere 2016), found (B = 0.147) between soft skills and job performance among employees.

It is observed that previous studies on soft skills and workplace performance had reported beta values with differences. The present study had a high explanatory power because it revealed a strong relationship existing between soft skills and teaching job performance. The effect size along this path is quite large (f^2 = 0.382), a larger q^2 (q^2

= 0.361) and found on this path as an indication of a large predictive relevance. This was corroborated by the findings of Klaus (2010) who found that soft skills were responsible for 75% success in job performance while technical skills account for only 25%. In another study Watts and Watts (2008) revealed that soft skills contributed 85% to one's job performance success as against to technical skills at 15%. To say the least, Wilhelm (2004) elucidated that employers rated soft skills as one important factor for entry-level success in workplace performance.

Research question 4b: What is the extent of the indirect effect size demonstrated in respondents' soft skill influence of work environment on teaching performance success?

Research question 4b aimed at identifying the importance of work environment in the model. This was assessed through the path coefficients linking soft skills to work environment (SS -> WE) (β =0.0371, f^2=0.016, 95%CI [0.287, 0.451], p=0.000), and work environment to teaching job performance (WE -> TJP) (β =0.207, f^2=0.061, 95%CI [0.129, 0.279], p=0.000). Results showed that soft skills to work environment to teaching job performance had a specific indirect effect of (f^2=0.077, 95%CI [0.043, 0.115], p=0.000). Both paths have effect size that is above the minimum value of f^2 = 0.02. The extent of the indirect effect along these paths is f^2 = 0.077, indication there is an effect though a small effect. A systematic review of previous studies in relation to mediating effect of class size on teaching showed that class size has effect size range between f^2 = -0.22 – 0.16. (Filges, Sonne-Schmidt, & Nielsen, 2018). Specifically, Filges et al. (2018) reported that Hudson (2011) found an effect size of f^2 = 0.03, Hanushek (1999) found an effect size of f^2 = 0.10, while Finn and Achilles 1999 found an effect size of f^2 = 0.05. Filges's et al. findings appeared to support the conclusion

of Blatchford (2003) who posited that work environment was relevant in applying newly acquired behaviour and skills. He further underscored that class size affected teaching and influenced the nature of instruction, quality of the instruction, as well as the quantity of the instruction.

Research question 4c: To what extent do soft skills totally have effect on teaching performance success?

To address the said question, the following paths SS -> WE ((β =0.0371, f^2=0.016, 95%CI [0.287, 0.451], p=0.000), WE -> TJP (β =0.207, f^2=0.061, 95%CI [0.129, 0.279], p=0.000) and SS -> TJP (β =0.522, f^2=0.382, 95%CI [0.447, 0.597], p=0.000) were assessed. Findings indicated that the total effect of soft skills to teaching performance in the present study is statistically significant (f^2=0.599, 95%CI [0.533, 0.661], p=0.000). This according to experts is quite a strong effect (Cohen, 1988). In other words, this signifies that soft skill and class size are the critical components to achievement of success in teaching because complementary mediation occurred in the present model.

Other empirical studies had demonstrated that soft skills are competencies that help individuals meet the needs of their job (Cobo, 2013; Robles, 2012) and advancement in career (Zhang, 2012). This implies that higher education curriculum needs to be comprehensively planned to inculcate in its beneficiaries' soft skills that would make them more successful professionals with better opportunities that benefit them, their families and their organisations.

Research question 5: What is the extent of the differences between different groups (experienced preservice teachers or novice preservice teachers) of participants' demonstration of soft skills in their teaching performance perception?

The results in Table 4.8 demonstrate that the beta values for soft skills (SS) and previous teacher training (PTT) to teaching performance success are [$B = 0.522$ and $B = 0.032$] respectively with corresponding R^2 values of $R^2 = 0.398$ for teaching job performance. The inclusion of the interaction term presents a negative beta value of $B = -0.033$ increasing the values of R^2 to 0.399. These results imply that an increase in standard deviation by 1 unit in soft skills would impact the quality of teaching performance by 0.522. The R^2 in Model 1 and Model 2 are both at the moderate level, indicating that they have predictive capacity. It is observed that the introduction of the interaction term contributes to an increase of 0.001 in the R^2 of the second model. Contribution to R^2 normally illustrates the importance of each construct and its contribution to the overall R^2. Falk and Miller (1992) explained that the variance in endogenous construct explained by any individual path must exceed 1.5 per cent to be significant.

To further elucidate the relationship of the moderator variable in the present model, Figure 4.7 shows the moderating effect slope. This slope indicates that perception of teaching job performance by preservice teachers with previous teacher training (experienced preservice teacher) and those without (novice preservice teachers) yielded a seemingly symmetrical slope. This symmetry indicates that the relationship between soft skills and job performance is always positive, but it is a little more so for experienced preservice teachers (green line) particularly at the earlier stage

than those without teacher training (novice preservice teacher) earlier exposure (blue line). The third line (red line) indicates the effect at average values of the moderator.

The relationship of continuing teacher education students becoming more successful skilled teachers is in line with previous researches. This finding is supported by the findings of Byrne and Guy (2012) who discovered that continuing students' perception of a task was significantly more positive than that of their new counterparts. Such a finding is also in line with Zhang (2008) where a teacher's advance knowledge level in educational practices had a positive effect on teaching engagement with a magnitude of ($B = $ -0.137). Nevertheless, Uppal, Mishra and Vohr (2014) reported an insignificant relationship between moderation effect of prior related exposure and job performance. A possible explanation for this relationship is that experienced preservice teacher education students would be effective due to their long-term exposure to teaching soft skills. Tracey, Tannenbaum and Kavanagh (1995) found an effect of (b = 0.21) between continuous learning and post training behaviour. This was the first study to show this kind of relationship. No moderation effect was found in their study.

The growth theory stipulates that individuals' initial level of educational qualifications determines their superiority in sourcing, evaluating, and absorbing new information enabling them to implement their ideas at fast rates (Nelson & Phelps 1966). According to Nafukho, Hairston and Brooks (2004), schooling and training inculcate more knowledge and skills into learners thereby improving their productivity.

Research question 6: To what extent does the model demonstrate what respondents have acquired in soft skills is enough to predict the influence of soft skills on teaching performance success?

The predictive relevance was achieved by carrying out the blindfolding process using an omission distance of D = 7. Blindfolding results indicate that the Q^2 values for all endogenous constructs are above zero. Results showed that TJP has the highest value of (Q^2 = 0.377) followed by SS with values of (Q^2 = 0.289) and WE have a value of (Q^2 = 0.067). This confirms that the model has predictive accuracy. Sarstedt and Ringle (2017) explained that when a Q^2 value is larger than zero for an endogenous variable, it's an indication that the path model predictive accuracy is accepted for the construct. Analysis of the q^2 effect size   reveals that the relationship SS > TJP (β =0.522, q^2=0.361, 95%CI [0.447, 0.597], p=0.000) is quite large, indicating that soft skills has large predictive relevance for teaching job performance.

4.7 Answers to guiding research questions and hypotheses

To pave way for answering research questions and testing of the relationships, PLS-SEM was adopted. Table 4.5 summarises the results for the path coefficients and their significant testing while Table 4.6 shows results for R^2 and Q^2. Figure 4.7 depicts a two-dimensional graph of moderating effect results for moderation. Using these results and other relevant outcome from the analysis that can be found in Appendix H, research questions and hypotheses would be answered at 0.05 level of significance.

4.7.1 Hypotheses testing

This section presents the individual results of the specific relationships for this study. The use of alpha level of P-value = 0.05 was used as the cut-off criteria for

accepting or failing to accept the stated null hypotheses throughout the study, as suggested by Bhattacherjee (2012).

Hypothesis one stated that there is no significant direct effect of soft skills on teaching job performance. The results from Table 4.6 indicate that the hypothesised path soft skills gained to teaching job performance was positive and significant (f^2=0.382, 95% CI [0.45, 0.60], p=0.000). These results suggest that soft skills do have a statistically significant effect on teaching performance. Specifically, it explains that when soft skills level increases, teaching job performance would increase positively. Therefore, we fail to retain the null hypothesis. Instead, we retain the alternative hypothesis that there is statistically significant direct effect of soft skills on preservice teachers' job performance. This finding is in line with findings of Pa-alisbo which found a significant relationship between teachers' skills and job performance. Interestingly also, this result corroborates Doyons' (2014) findings that 'exposing individuals to soft skills at an important developmental point in their lives is influential and provides a positive outcome for students'. This demonstrate just how important soft skill is to teacher, an indication that exposing pre-service teacher to soft skills at the training period is fundamentally a precursor to success in teaching.

Hypothesis two explored the direct effect of work environment on teaching performance. Results from Table 4.6 reveal that the hypothesised path for this hypothesis is positive and significant (f^2=0.061, 95%CI [0.13, 0.28], p=0.000). This suggests that class size has effect on teaching performance success. Therefore, we fail to retain the null hypothesis in favour of the alternative hypothesis.

Hypothesis three stated that there was no significant direct effect of soft skills on work environment (class size). This hypothesised path (f^2=0.0160, 95%CI [0.29,

0.45], p=0.000) is statistically significant as shown from the results in Table 4.6. Thus, we fail to retain the null hypothesis and its alternative is hereby retained. This suggests that when teachers have soft skills, they can adjust favourably to any classroom situation.

Hypothesis four focused on mediation effect that there was no significant mediating effect of class size between soft skills and teaching performance. Results indicate that class size has a positive specific indirect effect between soft skills and teaching performance (f^2=0.077, 95%CI [0.04, 0.12], p=0.000), and this is statistically significant at 0.05 level of significance. Thus, hypothesis four was not supported so we fail to retain it. This result suggests that when teachers have soft skills, they would afford to transform their work environment to give them the right opportunity to enhance their quality and quantity of teaching.

Hypothesis five stated that there was no significant total effect of soft skills on preservice teachers' perception of teaching performance. Results show that overall, soft skills have statistically significant large effect on teaching performance with a magnitude of (f^2=0.592, 95%CI [0.53, 0.66], p=0.000), 0.05 level of significance. Hence hypothesis five was not retained rather its alternative hypothesis was upheld. This result suggests that when students have soft skills with a suitable class size to work in, they would perform extra ordinarily. This provided a possible explanation for the complementary mediation since all the paths were significant (Hair, Hult, Ringle & Sarstedt, 2017).

Hypothesis six investigated the effect of the moderator variable on the proposed model. It was stated that previous exposure to teacher education training moderated the relationship between soft skills and teaching performance such that those with

previous exposure (experienced preservice teachers), the effect will be positive and those without prior teacher training (novice preservice teachers) the effect will be negative. Not as expected in the proposed hypothesis, participants seemed to have no differences in their level of soft skills. Results show that the path for interaction effect on job performance was negative and not significant (f^2=0.002, 95%CI [-0.13, 0.12], p=0.302). Thus, the null hypothesis is not supported. These results suggest that the experienced preservice teachers' group and novice preservice teachers group perception of teaching job performance was similar. Specifically, the results explain that experienced preservice teacher group perceived teaching job performance the same way as novice preservice teachers group did.

Hypothesis seven was postulated to test the mediating effect of soft skills global on the relationship between communication skills and teaching performance success. Findings from this study revealed that the effect ((f^2=-0.030, 95% CI [-0.09, 0.03], p=0.322).) was not significant. This shows that even when communication skills joined up with other soft skills attributes in this study, it could not influence teaching performance success. This non-significance was not surprising because the capability of preservice teachers to teach successfully may be affected by communication skills. DeWitt and Alias (2015) indicated that communication skills are required for collaborative discussion and construction of knowledge among teachers. Verbal ability and confidence in both writing and active listening are important attributes of highly qualified teachers (Darling-Hammond 2006; Aloe & Becker, 2009).

Hypothesis eight was formulated to examine the mediation effect of soft skills globally on the relationship between commitment skills on teaching performance success. Soft skills globally together with class size were found to have significant mediating effect on the relationship between commitment and teaching performance success having the effect ((f^2=0.336, 95% CI [0.27, 0.41], p=0.000).). This shows that

when commitment joined up with other soft skills attributes, it enhanced teaching performance significantly.

Hypothesis nine highlighted the role of soft skills globally on the effect of teamwork skills on teaching performance success. Findings in relation to this hypothesis showed that there was significant total indirect effect (f^2=-0.051, 95% CI [-0.10, -0.004], p=0.043). This signified that soft skills globally and class size played an essential role in supporting the relationship between teamwork skills and teaching performance success. Kittin-Peterson and Cordery (2010) opined that when team members had common expertise, connections and underlying understandings were created.

Hypothesis ten shed light on the total indirect effect of lifelong learning on teaching performance success when soft skills globally mediated such a relationship. The total effect size ((f^2=0.058, 95% CI [0.012, 0.11], p=0.018) was statistically significant. This shows that the relationship between lifelong learning and teaching performance success would increase when teachers had other related soft skills within a suitable work environment.

Hypothesis eleven stated that there was no significant total indirect effect on the relationship between creativity skills and teaching performance success. This hypothesised that relationship (f^2=0.015, 95% CI [-0.05, 0.02], p=0.328) was not statistically significant. It is shown that to increase teaching performance, creativity skills must be improved among preservice teachers. Darling-Hammond (2016) said that teachers needed to have the ability to identify problems, analyse complex situations, and make justifiable decisions since classrooms were complex. DeWitt and Alias (2015) explained that creativity/ innovative thinking skill was crucial for teachers thinking. Unfortunately, the skill was found to be lacking among graduates of

higher institutions. Teaching is bedevilled with a myriad of problems for the teachers to solve instantaneously particularly when the problems involve teaching adolescents. According to Jackson (1990), teachers must make a thousand more decisions momentarily to accomplish their task, it had been estimated that teachers make 1200 to 1500 decisions in a day to settle issues that were mostly unplanned and unpredictable. In these cases, teachers must apply their gained skills in judgement. Vaccarello (2012) said that teachers faced problems in the cause of teaching directly to immediately manage in the class or a school day or they can be involved in school interdisciplinary committee team. All these required the teachers to be creative in their own ways.

Hypothesis twelve predicted that a statistically significant difference in ratings of soft skills scale exist between novice preservice teacher (students without previous knowledge on teacher education) and experienced preservice teachers group (certificate in education students). Put in another way, participants without previous teacher preparation qualification reported significantly different score on the soft skills scale when compared to holders of certificate in education participants.

Results in Table 4.9 shows some measures of central tendency and dispersions for the five subscales scores and the overall score for each category. Results revealed that commitment to duty subscale has mean 3.113 and standard deviation 0.505 for novice preservice teacher group, mean of 3.301 and a standard deviation of 0.487 in the experienced preservice teachers' group. Secondly, lifelong skill subscale revealed a mean of 3.333 and a standard deviation of 0.423 in the novice preservice teachers' group while a mean of 3.378 and a standard deviation of 0.411 was yielded in the experienced preservice teachers' group. The third subscale of communication showed a mean of 3.040 and a standard deviation of 0.533 in the novice preservice teachers'

group whereas the experienced preservice teachers' group yielded mean of 3.199 and a standard deviation of 0.445. The fourth which is the creativity subscale yielded the following means and standard deviations (mean = 3.611, standard deviation = 0.341) and (mean = 3.478, standard deviation = 0.445) in the novice preservice teachers' group and experienced preservice teacher group respectively. Lastly, teamwork subscale in the new student's category had a mean of 3.199 and a standard deviation of 0.420. in this same subscale the experienced preservice teachers group yielded a mean of 3.330 and a standard deviation of 0.416.

The composite scores for the entire soft skills scale revealed a mean of 3.289 in the novice preservice teachers' group and a standard deviation of 0.360, in contrast, results revealed mean of 3.362 and standard deviation of 0.336 in the experienced preservice teachers' group.

Table 4.9

Means and standard deviations of five subscales and total scale

Subscale/Group	N	Mean	S.D.	95% Confidence Interval for Mean	
				Lower Bound	Upper Bound
Commitment to duty					
NPT	393	3.113	0.505	2.963	3.168
EPT	329	3.301	0.487	3.209	3.327
Lifelong skill					
NPT	393	3.333	0.423	3.254	3.431
EPT	329	3.378	0.411	3.3	3.567
Communication					
NPT	393	3.04	0.533	3.042	3.336
EPT	329	3.199	0.505	3.187	3.3
Creativity					
NPT	393	3.611	0.341	3.56	3.704
EPT	329	3.478	0.445	3.502	3.773
Teamwork					
NPT	393	3.199	0.42	3.147	3.321
EPT	329	3.33	0.416	3.265	3.43
Composite score					
NPT	393	3.289	0.36	3.228	3.304
EPT	329	3.362	0.336	3.304	3.403

Note: *EPT: Experienced preservice teachers; NPT: Novice preservice teachers.*

Results in Table 4.9 showed that at least there was difference in group means for each dimension and the composite score, but the result did not signify which group means differ significantly. To clarify this, further analysis was conducted, specifically, post-hoc analysis was conducted as suggested by (Cronk, 2004). Full measures from the post-hoc analysis with respect to this hypothesis are found in Table 4.10. The analysis did not reveal any significant differences between any of the dimensions as well as in the composite score as the groups were compared. The analysis revealed that significance values ranged from .069 to .753 at 0.05 level of significant. Not one of these differences was significant, the result showed that commitment to duty correlated most closely with a significance level of .069, followed by that of communication with a significance level of .096. Next was teamwork with a significance level of .100 and the least statistical difference occurred between the group scores for dimensions of creativity at .620 and lifelong skill at .753. The composite score for the combined dimensions resulted in a less than significant difference at .226. Thus, hypothesis twelve, which estimated significant differences between experienced preservice teachers and novice preservice teachers' group, was not retained.

Hypothesis twelve affirms the findings of hypothesis six regarding the demonstrated effect of the moderator. These similarities noticed among hypothesis six and twelve findings is worth mention because it concluded that the soft skills curriculum for teacher preparation at the university does significantly changed soft skills gained by pre-service teachers.

Table 4.10

Tukey post-hoc test comparing between EPT and NPT.

Subscale	Mean Difference	Std. Error	Significance
Commitment to duty	.153	.069	.069
Lifelong skill	.040	.056	.753
Communication	.143	.069	.096
Creativity	.049	.052	.620
Teamwork	.121	.059	.100
Composite Score	.077	.047	.226

Significant at the 0.05 level; *EPT: Experienced preservice teachers; NPT: Novice preservice teachers.*

4.8   Chapter summary

Analysing the collected data had utilised descriptive and inferential statistical techniques as proposed earlier. Results were carefully presented in tables, charts or figures and each finding was carefully highlighted with regards to previous studies. While some were consistent with previous studies findings, others yielded mixed findings. Specifically, based on the analysis the following findings were obtained. Questionnaire return rate was 85%, experienced preservice teachers and novice preservice teachers were 45.6% and 54.4% respectively. Fortunately, there was no form of abnormality with the data. Both instruments had normality distributions p-values above 0.05, reliability coefficients Cronbach's alpha above 0.85 and item reliability above 0.88.

Measurement model assessment revealed that all retained respective latent variables were well correlated with their manifest variables. The blocks in the structural model were assessed, the assessment revealed that soft skills and teaching

job performance level of respondents were relatively substantial ($R^2 = 0.302$, and $R^2 = 0.398$) respectively. Work environment had complementary mediation effect in the model and the moderation effect of previous teacher exposure was insignificant. Chapter five presents a discussion on the findings in relation to relevant related study findings.

CHAPTER 5:

DISCUSSION AND CONCLUSION

5.1   Introduction

This chapter presents a discussion of findings in relation to the findings of related studies. First, a rundown from chapter one where the problem of study was identified and highlighted, then chapter two which had to do with insight on the problem was equally highlighted, and chapter three where methods and procedures were proposed was briefly described. Then the results from chapter four formed the base of the discussion in this chapter and finally, based on the findings, recommendations were presented as a signpost to educators.

5.2   Summary of the study

The aim of this study was to determine the level of preservice teachers' soft skills and investigate its impact to their perception of teaching performance success at senior secondary education level in Nigeria. In doing this, the potential way class control, as well as previous training demonstrated the influence of soft skills on teaching performance success were evaluated. Soft skills studied in other disciplines had been successfully used in order to build confidence behavior, control of owned self, success in workplace, and employability.

However, there is limited information on the level of overall soft skills developed by preservice teachers in the study area. For this reason, the study decided to assess preservice teachers' soft skill through the following objectives; determine the level of teaching soft skills acquired by preservice teachers; determine the extent soft skills demonstrated the influence of work environment on respondents teaching performance success; determine the extent respondents' demonstrated soft skills in their teaching

performance success level; determine the direct and indirect effect size between constructs of the study; examine the moderating effect of previous teacher training (experienced preservice teachers or novice preservice teachers) on preservice teachers' exhibition of soft skills in their teaching performance success and determine whether the model demonstrated what respondents had acquired in soft skills was sufficient to predict the influence of soft skills on teaching performance success.

This study first examined the level of preservice teachers' overall soft skills as the number one objective because value must be first created before it was demonstrated. In the second, third, fourth, fifth, and six objectives, several adaptations of soft skills to teaching performance success were undertaken. This thesis comprises of five different chapters with each dealing with aspects towards the evaluation of the soft skills developed.

The introductory aspect dealt with the background of the study. From the problem statement in this section, it was evident that there was a need to assess the level of soft skills of preservice teachers trained at faculties of education in Nigerian universities. Therefore, this research investigated the extent preservice teachers had developed overall soft skills and the impact on teaching performance success using a conceptualized model.

Examination of the preposition of the study to get in-depth understanding of the problem was done through a review of related literatures. The aspect was subdivided into six parts. Part one described teacher education in Nigeria, part two discussed soft skills, highlighting the "Big Five" (commitment, communication, lifelong learning, creativity, and teamwork) suggesting the soft skills expected to be developed in teachers. Part three addressed the importance of teaching job performance, part four

dealt with the mediation, part five focused on the moderator variable (previous teacher training). Lastly, part six examined related soft skills frameworks and previous empirical studies. All these culminated into the build-up of the model referred to in the present study as "soft skills model".

The methodology aspect provided an outline on how to obtain relevant data on the respective objectives. Being a non-experimental research, a probabilistic sampling was used to select targeted participants from each participating institution. 722 out of 884 sampled participants responded to the questionnaires. The respondents were final year faculty of education students that had completed a course unit titled "curriculum and instruction" during their undergraduate teacher training. Three questionnaires scales were used simultaneously, each one for soft skill, class size, and teaching performance. Questionnaires were adapted with permission from previous studies. Data was analysed using SPSS version 22 and SMARTPLS 3.0 softwares accordingly.

The results of the non-experimental study showed that preservice teachers had moderate level of overall soft skill but were able to relatively create large effect on their teaching performance success. Finally, conclusions were drawn in the last section. The study concluded that universities (faculties of education) in federal universities in Nigeria needed to be proactive in teaching soft skills. The research recommended that this conceptual framework could be taken into consideration for assessing teachers' soft skills.

5.3   Summary of the findings

Limited contemporary research analysing the relationship between soft skills and teaching performance among graduates of education provided the motivation for this study. The purpose was to determine the magnitude of soft skills in preservice teachers

and investigate how it can influence their teaching performance success in secondary education level in north-central Nigeria. This is in line with the experts' opinion that value must be created before it is demonstrated. Additionally, the potential contribution of the mediator and moderator variables evaluated.

The economic challenges associated with this contemporary time necessitated policy makers and educators to consider several approaches to effective teaching. During the 2013 revision of the national education policy in Nigeria, policy makers charged educators to inculcate soft skills within preservice teachers that would be necessary for their employability and teaching success (FRN, 2013).

Preparing teachers' workplace skills requires aligning cognitive, psychomotor, and affective domains while the former two are concerned with hard skills (content and pedagogical knowledge), the latter refers to soft skills (Hendriana 2017). Learning opportunities in teacher education are organised to model proficiency skills in preservice teachers for effective use in their classrooms and in discharge of other extra-curricular activities (Sweitzer & King 2013). As stated in the introduction, soft skills can take care of possible deficiencies in hard skills (Cobo 2013; Robles 2012; Zhang 2012), its lack in college graduates can be contagious and create competitive disadvantage for them in their workplaces (Brungardt 2011; Eisner 2010; Zhang 2012). Assessing soft skills while students are in university can be challenging but it is extremely necessary considering its importance.

Therefore, the objectives of the study were to determine the level of soft skills development among preservice teachers as a result of their undergraduate teacher education programme and its influence on their perception of teaching performance success using the lens of Kirkpatrick model. For literature review, it was shown that

school proprietors and principals were desirous of entry-level graduates who possessed adequate soft skills necessary for teaching (Beard, Schwieger & Surendran 2008).

Research on Kirkpatrick theory showed that good correlation exists between level 1 "reaction" and level 2 "learning" which was a positive engagement leading to a higher degree of learning. Also, significant correlation existed between level 3 "behaviour" and level 4 "results" that if workers consistently performed critical on the job behaviour, overall productivity increased.

It's quite important to examine the soft skills gained as reported by students to reveal the degree upon which they had acquired the necessary skills. Moreover, new teaching methods and teaching technology had made soft skills more important at work, says Borghams, Well and Wengberg (2014), also Good and Lavigne (2018). Therefore, this study is a further step towards enhancing our understanding of soft skills and it possible inform decision making.

To achieve the stated objectives for the study, quantitative data was collected from a sample of 722 final year faculty of education students in north-central Nigeria, using three instruments which formed one set of questionnaires. Data was streamlined into various categories using SPSS. PLS-SEM was conducted using SMARTPLS version 3.2 to analyse the data.

Data analyses began with descriptive statistics computed for the samples to identify the various characteristics of the respondents in order not to confound the accuracy of the study findings. Respondents were almost evenly split by previous level of teacher training (experienced preservice teachers 45.6% and novice preservice teachers 54.4%. Thereafter the measurement model was analysed.

Initial analyses indicated that all respective variables correlated with their manifest variables, contributing significantly to its underlying construct. Measurement model results revealed that the manifest variables described their latent variables appropriately paving way for assessment of the structural model.

5.3.1   Major Findings

From the structural model assessment, the major findings of the assessment into the soft skills gained among preservice teachers and its attendant effect on their teaching performance success in senior secondary education level are summarised as follows. The most remarkable results that emerged from the data are that: -

1. The level of preservice teachers overall soft skills gained was moderate

2. The effect of class control to teaching performance success was medium

3. Soft skills gained had a strong effect on teaching performance success

4. Class control played a complementary mediation role connection between soft skills gained and teaching performance success

5. Results revealed that experienced preservice teachers perceived teaching performance success the same way as novice preservice teachers did.

6. The results showed that soft skills had large predictive relevance for teaching performance success, a confirmation that the model for this study had predictive accuracy and this further reinforced Kirkpatrick theory that "linear causality existed between the four levels".

In the researchers' view, the results emphasize the validity of this study model, and has further demonstrated just how important evaluation of the implementation of the soft skill curriculum is.

5.4   Discussions

The discussion of findings of this study was done in line with respective research questions, beginning with the research question one in chronological order to the very last research question, that is research question six.

Extent of soft skills developed by preservice teachers

The first research question of the study was to determine the level of preservice teachers' overall soft skills gained. The result of the study showed that the level of soft skills gained by the students (preservice teachers) was moderate. However, this reflected a satisfactory level since the study was an exploratory study (Raithel & Schwaiger, 2015). The variance in changes in soft skills acquired was explained by their participation in "curriculum and instruction" course in which commitment skills, communication skills, creativity skills, lifelong skills, and teamwork skills were inculcated in the preservice teachers during their undergraduate studies. This shows that their participation in 'curriculum and instruction' course led to an average development of overall soft skills gained among the students.

The individual attributes influenced preservice teachers' level of soft skills developed in the following ways; commitment to duty had the strongest effect on soft skills development, followed by lifelong learning skills, the effect of creativity skills was weak. Communication skills and teamwork skills negatively affected preservice teachers' level of soft skills developed.

Communication skill is perhaps one of the essential soft skills in the teaching profession. Without the ability to communicate proficiently, teachers will have difficulty teaching concepts, relating to children, and working with colleagues and

parents. It is through communication that teachers let students know they are doing well; they can also communicate through body language when students are not showing proper behaviour. Communication includes the correct usage of written and spoken language. This is important, as teachers model this characteristic to children daily, and students are quick to notice proper grammar and language in the classroom. Unfortunately, results revealed that not all teachers are distinguished communicators, negating the purpose of teacher-preparation programs.

The skill of effective communication is one of the most important soft skill a pre-service teacher can learn. Being able to teach effective lessons through direct instruction, small group interaction, and individual activities with children is an initial step for preparing teachers for the real world of their classrooms. In addition, learning to communicate with administrators, colleagues and parents is another important skill for preservice teachers to learn before stepping foot in their own classrooms. If a pre-service teacher is not proficient in the skill of communication, they will find other areas of teaching to be very difficult indeed.

Several studies revealed that teamwork or collaboration are important skills for preservice teachers. As more schools move to collaborative model of teaching, knowing how to work with others and use cooperative learning is an essential soft skill. Many schools incorporate the use of team planning and co-teaching and being able to adjust to this type of teaching is vital to today's preservice teachers.

According to the Association for teacher education (ATE, 2018), "Accomplished teacher educators adopt a collaborative approach to teacher education that involves a variety of stakeholders (e.g., universities, schools, families, communities, foundations, businesses, and museums) in teaching and learning" (ATE,

2018). Being able to work with others, including colleagues and families, is an important soft skill for working in today's schools. It is fundamental to not that teamwork skill in this study was insufficient, negating the importance of preservice teacher-preparation.

Bootstrapping results substantiated that the effect of commitment to duty skills and lifelong skills on soft skills development was significant at 5% level of significance, communication skills and creativity skills effects were not significant while teamwork skills had a significant effect.

Research showed that commitment had been consistently associated with educational activities (Farrington et al., 2012; Richardson & Abraham, 2009; Tackman et al., 2017). The effect size of commitment to academic achievement was often very high Poropat (2014). commitment was also always highly correlated with work performance than other soft skills dimensions put together (Pellegrino & Hilton, 2012; Barrick et al., 2001). Eells (2011)'s findings showed that teamwork skills had a medium effect size on teaching.

Anecdotes from the literature review revealed that communication was important to teaching but it was not significant in this study. Clearly communicated lessons coupled with proper instructions on expectations had been reported to have positive effect on teaching outcomes. For example, Fendick (1990) found a medium effect size between communication clarity and teaching success while Hattie (2009) found a strong effect size of teacher clarity on students' achievements.

The level of soft skills development in this study was consistent with the findings of Tang (2018) which revealed that soft skill attributes accounted for average

percentage of the variance in soft skills in graduates. It was also consistent with the findings of Ball, Joyce, & Anderson-Butcher, (2016) that the three 21st century factors (namely leadership and responsibility; working with others, and adaptability) identified in their study moderately correlated in explaining the variance in the students' level of 21st century life and career skills.

Regarding each attribute's contribution to R square level in soft skills gained, there was a little departure from the findings of Tang (2018) which found that teamwork and lifelong learning skills were the most important soft skills gained by graduates which shared resemblance to the findings in this study. However, the study found a much higher value for commitment to duty. It was discovered that commitment to duty have the strongest effect on soft skills gained in the present study. The present study finding was also in line with the findings Roos, Lenox and Botha-Ravyse (2016) in which soft skills development in outdoor adventure education among students after participating in two years adventure was relatively average.

The findings of the study are also in agreement with a study conducted on soft skills gap among interns. Washor (2015) which found that the soft skills developed among interns were relatively moderate having attended thirteen months of internship. Washor's study considered four aspects (communication skills, teamwork skills, initiative skills, and analytical thinking skills) of soft skills development and discovered that they had positive beta values with large effect sizes. Another study on soft skills development Balcar, Šimek, and Filipová, (2018) found that there was soft skills gap of 23% among university graduates in Czech Republic cutting across disciplines. Meeks (2017) reported from a literature review that it was evident that there was a lack of soft skills among recent university graduates.

Recall also that prior research suggested that soft skills were the major challenges of new entrant graduates at workplace. Since 2000, Wragg, Haynes, Wragg and Chamberlin, (2000) suggested that teachers proficient in technical competencies were failing on the job because they lacked essential soft skills. They asserted that teachers' skills had influence on their teaching and the performance of their students for skilful teachers to teach in ambitious ways.

With these findings it is quite reasonable to suggest that Nigerian universities and education faculties should pay more attention to the systematic development of soft skills. From the analysis of the correlations between latent variables, to improve preservice teachers' level of soft skills, teacher educators should concentrate on commitment to duty skills, lifelong learning skills, and teamwork skills. Considerable attention should also be given to communication skills and creativity skills, as Mitchell et al. (2010) stipulated that when designing the curriculum, soft skills that ranked low should still be emphasised because there could be a lack of value placed on the skills or a lack of understanding of how to integrate them into the curriculum.

Communication skills are important soft skills in teaching because it serves as an anchor of every activity within the school system. Unfortunately, this appears to be lacking in the preservice teachers in the present study resulting in their current soft skills development level. Universities (faculties of education) need to step up the teaching of soft skills by making each student better informed about the significance of developing soft skills before their entry into the teaching job. The consequences of soft skills gap are enormous, Meeks (2017, p. 10) concluded that "when people lack the right set of skills for critical jobs, entire geographical regions and nations are

affected since there are not enough individuals with the soft skills to meet the demands of the market".

In the field of teaching, a teacher that has initiative can create good learning environment for their students. For instance, the teacher can arrange seats properly in the classroom, can make students have confidents in them and so on. In the literature, experts explained that modelling the soft skills of creativity for preservice teachers will spore them achieve more in their day to day activities.

Therefore, professors can model this skill in preservice teachers through them showing extra initiatives during their lectures. Explaining to preservice teachers that teaching goes beyond mere classroom instructions but rather it involves participating and contributing meaningfully in committees, grading student's assignment and also carrying out additional research and planning can be helpful in equipping preservice teachers' soft skills.

Commitment to duty behaviour is important in teaching since it is useful in getting and keeping a job. During job interview, interviewers judge the interviewee on aspects such as, did the applicant arrive on time for the said interview? Did the applicant dress smart and professionally to the interview? Did the interviewee used good manners while responding to questions? It is common knowledge that acts of professionalism in teaching includes appropriate language use, accepting advice, dressing appropriately within classroom and outside the classroom, being on time for classroom activities and meetings, keeping deadlines, keeping school rules and regulations and so on. Melser (2019) opined that professionalism is a skill that preservice teachers need during teacher-preparation courses. Professionalism has generated considerable interest in terms of teaching and learning which calls for proper

modelling of this skill in preservice teachers. When students enrol into university for a degree in education, they look up to their professors and other teacher educators for their modelling. Seeing professors who are punctual and acting respectfully would motivate preservice teachers to immolate such behaviour thereby becoming more professional in their teaching.

As mentioned earlier in the discussion, the results of the study showed that preservice teachers soft skills gained is moderate. However, findings further revealed that effect of commitment on their overall soft skills gained is higher than the effects of the other skills put together. This finding implies that there is a difference in how the various skills were modelled in preservice teachers, indicating each of the skills has a relationship of exerting some influence on overall soft skills gained.

The explanation for commitment having a stronger effect is that skills such as confidence, enthusiasm, time management, positive attitudes and their likes were modelled properly in preservice teachers. The idea of believing in oneself, is a valuable soft skill for new teachers. Being in front of a classroom of students can be an intimidating and fearful experience. It takes self-confidence and a certain amount of acting skill for a new teacher to succeed when they see their students, who expect them to know all the answers. Being confident and acting like one knows what to do is half the battle. According to Quigley (2016) "authentic confidence for a teacher stems from the trust we secure from our students and our colleagues. It becomes a trust we hold deeply within ourselves and helps guide what we do". By having the skill of confidence, teachers will be more comfortable in the classroom then do their jobs in a meaningful and professional way.

From literature, teacher educators can teach and model confidence in the classroom in various ways. One of the easiest strategies is simply by showing comfort and confidence in the classroom. Research revealed that mentors who are self-assured come across as overseeing the classroom, knowing the material they are about to teach, and confident in their abilities as an educator. They have students who show respect and trust that they have the knowledge and integrity to do the right thing and teach them in the best ways possible.

Teacher educators also model confidence in the area of teacher education by educating new teachers with patience, kindness, and compassion. Another way is by sharing their own stories with preservice teachers. In the literature, one of the first and most obvious way to build confidence in pre-service teachers is to put them in front of students as soon as possible. By offering early field experiences, where pre-service teachers interact and work with children, they will soon learn whether this is the profession they should enter. Simple task, such as working with a small group of students, doing read-aloud with younger students, or preparing some icebreaker activities to get to know the students, are great ways to build basic confidence in working with children.

Enthusiasm in a teacher means that they care enough to do more than what is expected, and that children in their classrooms are important. A teacher who acts like school is fun and meaningful encourages students to follow their lead, as well. The soft skill of enthusiasm can make or break the school year for students. An enthusiastic teacher will be memorable and make learning unforgettable for his or her students.

Teachers who love their jobs enter the classroom with enthusiasm and a passion for the profession. They love what they are doing and continue to enjoy the job year

after year. They make even the most monotonous lessons interesting and have classrooms that are inviting and fun. Teachers with enthusiasm motivate children to learn and help them discover new and exciting information.

Teacher educators can model the soft skill of enthusiasm in pre-service teacher by modelling enthusiasm in the way they teach pre-service teachers. Pre-service teachers will observe and pick up on the efforts of a mentor teacher and realize that enthusiastic teachers can capture the attention of students and motivate them to learn. Other strategies are, to videotape the student teacher teaching a lesson, make pre-service teachers to be around other teachers who have a passion and enthusiasm for teaching, watch motivational videos, and so on. Other activities to practice this skill with pre-service teachers is guiding and helping a pre-service teacher in how to make a lacklustre lesson exciting.

Teachers are busy people. They have lessons to plan, students to teach, meetings to attend, and home lives to maintain. Teachers live by schedules and must adhere to time frames throughout their entire day. From the moment the bell rings at the beginning of the school day to the minute they pack up and leave at the end, everything seems scheduled and determined by time. As a result, teachers are forever striving to learn the soft skill of time management.

Learning the skill of time management can help even the most disorganised teacher get their classroom running like clockwork. Being able to figure out how to make the teaching day run in an efficient manner and effectively use the time allotted is a skill that all teachers need to learn. According to Francis (2018), "time management is about control. When you allow time to control you, you never have enough of it. On the other hand, when you control your available time, you can allocate

your time available to complete tasks and duties". Learning how to control and allocate time appropriately is a key to success in the classroom and a major component of eliminating burnout among teachers.

In universities, most students have a strict schedule to adhere to for classes, meetings, and study sessions, so part of time management is already ingrained in pre-service teachers. However, applying these same skills to the classroom may require some additional effort. It is difficult for teacher educators to model time management for pre-service teachers, simply because everyone struggles with not having enough time in the day. However, modelling this behaviour for preservice teachers is an important part of preparing them for the classroom. One of the best ways' teacher educators can model this skill is by sharing one's own schedule and tactics for accomplishing everything one needs to do (Melser, 2019). By modelling long-term planning and sharing curriculum maps and the scope and sequence of textbooks, teacher educators can explain the importance of both short and long-term planning.

Time management of the school day is also an important proficiency for teacher educators to model. Showing pre-service teachers how to effectively manage the schedule with a concentration on pacing and transitions is key to teaching all of the lesson plans for the day without rushing or moving too slowly. This skill is better learned through experience, so allowing the pre-service teachers to teach the lesson in a micro-teaching and then providing them with appropriate feedback will enable pre-service teachers to improve in this area. Sharing personal strategy for balancing home and school is also a great way to model time management for preservice teachers.

Time management is important for a variety of reasons. It helps a pre-service teacher to be better prepared, models the value of time management and meeting

deadlines, and enables preservice teachers to see the importance of achieving balance in their own lives. By learning time management and perfecting it a bit more, teachers will be less stressed and better prepared for their daily tasks.

A positive attitude is a necessary soft skill in the teaching profession. By being positive, teachers create learning environment that are encouraging and inclusive. Positivity also means that teachers will be able to take their own bad days and turn them around, making them more upbeat and constructive.

Modelling a positive attitude is important for both the teacher educators and students. As with any job, the teaching profession has both good days and bad. However, if a mentor teacher models positivity, it can make all the difference in how a preservice teacher will handle challenges in their future classroom.

One of the most important parts of modelling a positive attitude for preservice teachers is creating a positive environment in the classroom (Good & Lavigne 2018). Having a bright and cheerful classroom, being approachable, and setting the tone for learning are all important items to model. Starting each day with a smile on one's face, being prepared and ready, and allowing students who had a rough time the day before to have a fresh start today are all important parts of modelling a positive attitude. Another way to model a positive attitude is to demonstrate appropriate behaviours in front of preservice teachers. Showing preservice teachers how to handle misbehaviours and mistakes in a kind and caring way will also help everyone involved to be more positive.

Remarkable result to emerge from the qualitative analysis is that, the qualitative analysis revealed the affective restructuring therapy was effective in equipping novice

teachers with soft skills for their teaching. However, some novice teachers felt they could have benefited more from some basic skills such as stress management, adaptation, innovation and professionalism. Despite the fact that Payne (2018) found that communication, managing self, managing people and mobilizing innovation were the most common skills post-secondary graduates felt they did not benefit from in their soft skills program, our results showed that novice teacher lacked more in the skills of stress management. Although our results differ slightly, it can nevertheless be argued that our study location, sample as well as the curriculum used was not exactly the same. Perhaps the difference could arouse from these differences. Notwithstanding the lack of agreement, we believe our qualitative findings compare well with the quantitative results.

The extent soft skills demonstrate the influence of class size on teaching performance success

This study results showed that the effect of class control to teaching performance success was positive and medium, this finding was consistent with the findings of Tracey et al. (1995) who found a similar medium effect of transfer of learning climate to post-training behavior. This was a moderate effect according to Sridharan, Deng, Kirk, & Corbitt (2010). The medium effect size with positive predictive relevance associated with these relationships signified that soft skills in teachers could influence the way they interacted with students in their classroom. Blatchford (2003) said that class size is an important factor when it came to be teaching and had significant effect on classroom instruction. It had effect on the quality as well as the quantity of the instruction. The results supported the view that for effective application of skills gained, a suitable working environment is important. According to Times Higher

Education (THE, 2019), "a lower student-to-staff ratio can help students to cultivate closer relationships with their lecturers, have quicker access to feedback, and get involved in more interactive seminars and discussions".

Payne 2019 reported on effect of work environment and concluded that effective control over once workplace situations is an initiative that can be self-start through personal initiatives to bring about positive outcome. This involves using a work behavior that is characterized by been persistent in overcoming difficulty that may arise in pursuit of a goal. Research has shown that that success in teaching relies on teachers who actively engages all students in a multidimensional classroom, have the basic skills to continuously improve their work environment, and are exemplary examples (Freiberg et al. 2013).

Having effective control of owned class requires knowledge and well-developed skills. There are no steadfast procedures on how classrooms can be managed, the management of classrooms varies with context. Freiberg et al. (2013), contended that pro-social skills have positive effect on teacher's classroom control they reported that teachers who learned the proactive skills out-performed teachers in the control group that were not exposed to the treatment. It's quite ideal for teachers to possesses the correct class control skills because Valdebenito, et al. (2018) report from a review of literature that spending excessive amount of time on classroom discipline reduces the time that teachers can spend on quality instruction by 20% of the instruction time.

Extent to which respondents demonstrated soft skills in their teaching performance success

It is interesting to note that this study finding substantiated the positions of previous studies indicating that workplace success depended more on soft skills than hard skills. Earlier in the literature, we saw Watts and Watts (2008) explained that soft skills were responsible for 85% success in workplace while hard skills were 15%. In line with this position, Klaus (2010) explained that soft skills were responsible for 75% workplace success in engineering disciplines and hard skills were responsible for just 25%.

The finding of this study revealed that soft skills had strong effect size on teaching performance success. This effect was statistically significant at 5% level of significance. These finding agree with the findings of viz, (Hattie, 2009; Anggani, 2017; Sania & Munshi, 2017; Cipto, 2015). Hattie (2009) found that teaching soft skills enhanced classroom teaching positively with a large effect; Anggani (2017) found that soft skills had dominant effect on job performance than hard skills; the effect of soft skills gained on teaching success is hardly distinguishable from that of Sania and Munshi (2017) who found that soft skills has strong effect on work performance among employees in restaurants in Belgaum city. Cipto (2015), conducted a study to measure teachers' personality competence and their performance. This empirical study revealed that personality variables statistically affected teachers' job performance with a large effect.

The finding corroborated the positions of Watts and Watts (2008) and that of Klaus (2010). This therefore showed that to become more job ready, teachers need to be equipped with sufficient work-related soft skills that would positively enhance their

teaching. This implies that teachers who possessed advanced soft skills will teach more to students' level of understanding in their disciplines.

It is noted that despite the level of soft skills exhibited by the preservice teachers, it had a strong effect size on their teaching performance perception. This suggests that with substantial level of soft skills development, preservice teachers would perform excellently on their teaching job, an indication that a teacher with a substantial level of soft skills throughout its various categories would work at maximum efficiency like a brand-new car engine. A meta-analysis review conducted by States et al. (2018) on how student to teacher relations affected students' achievement revealed the existence of large effects along all the paths.

The implication of this finding represented an indication that improving teacher to student relation using soft skills can be so rewarding to the students, teachers, and society at large. In other words, this can be represented that when hard skills combined with the right sets of soft skills in teaching, teachers would achieve greater success in their job. Ahmed et al. (2018) said that improving soft skills helped students to progress in their future career in life.

For the fact that each school year teachers enter classrooms full of children who are eager to learn and interested in discovering new information. These teachers need to have basic teaching skills, such as classroom management and lesson planning, yet also require the soft skills needed to teach and communicate with the children in their classrooms.

This result show that teachers who are equipped with effective communication skills, good work ethics and a positive attitude are far more likely to make learning fun

and relative to a child's life. They can communicate information more effectively and solve problems more quickly, and they possess organisation and time management skills that helps classroom run more smoothly. These teachers can also serve as role models for their students, who will need these soft skills in their own future careers.

Unfortunately, though soft skills are sometimes addressed through dispositions rubrics in teacher-educations programmes, they are often not built in as required lessons in most university classrooms. They are the skills learned during teaching episodes and when working with children. Sometimes soft skills are often learned through natural consequences, such as learning a lesson about preparedness when one wakes up late and is not prepared and ready for school. These soft skills are needed on a daily base in secondary classrooms. Teachers need to practice effective communication skills, have proper organisation in their classroom, and be able to work collaboratively with others in the school building. Not only do they need these skills to do their jobs, but they are also modelling them for students and children in their classrooms.

By exhibiting appropriate teacher behaviours and being professional in the classroom, teachers are modelling the competencies that will help students ultimately value these skills as well. The dispositions and characteristics of outstanding teachers are easy to see, and the soft skills that are lacking in poor teachers are simple to assess.

It has been suggested (States et al., 2018; Melser, 2019; Kautz et al., 2014; Quigley, 2016; Klaus, 2010; DeAngelis et al., 2013; Cinque, 2016) that soft skills are the important characteristics found in preservice teachers that allow them to communicate, get along, and participate in the professional community of teaching. They also allow preservice teachers to decide, be flexible, and learn from new

situations. This suggestion seems to be reliable since the study result demonstrates that soft skills have strong effect on teaching success.

In contrast, this study found much higher values for effects of soft skills than those reported by (Polnaya et al., 2018; Ibrahim et al., 2017) specifically, the present findings regarding the effect of soft skills on teaching performance were inconsistent with those of Polnaya et al. (2018), also Ibrahim et al. (2017) with respect to their beta values but what was important was that all these findings found statistically significant effect size on workplace successes. For example, Polnaya et al. (2018) found that the soft skills possessed had only a small effect on workplace performance. Ibrahim et al. (2017) found a much smaller effect along the path between soft skills and performance among employees in Malaysia. The disparity in the effect sizes could be attributed to the fact that there was difference between the present study and the latter in terms of location, sources of data, and so forth. For instance, whereas the present study was conducted in Nigeria, Ibrahim et al. (2017) study was done within Malaysia so both locations had difference in development index. Secondly, Ibrahim et al. (2017) collected data from employers while the present study source data was from the target subjects of study. These and more could be responsible for the differences in the beta value, but most importantly was that both had statistically significant effects on workplace performance.

Furthermore, the study result is in line with previous result, Keller et al. (2016) review on teacher's skill reports that teacher soft skill of enthusiasm consistently relates to students' achievements. This shows the importance of teacher enthusiasm. Good et al. (2018) believed that when teachers are enthusiastic, warm, and respective to students' ideas, students perceive this support, and this allows them to think and to

take risk. When the teachers present information indifferently it encourages students to "zone out", especially when they are presenting content that is dense and difficult.

The extent soft skills demonstrated the influence of class size on respondents' teaching performance success

Another spectacular finding from the study is the fact that class control had a complementary mediating role connection between soft skills and teaching performance. It was revealed that soft skills had direct effect on class size with a medium effect size, which was statistically significant, then class size in turn had substantial direct effect on teaching performance with moderate effect size as well, also statistically significant. Another statistically significant total indirect effect size with a medium effect was found alone in this route (soft skills to class control to teaching performance success.

This can be explained that when teachers are equipped with enough soft skills, they can have control over own classes. The challenges associated with class size during classroom interactions would be minimised and this would lead to an increase in quantity and quality of instruction irrespective of the class size. Blatchford, et al. (2007) explained that class size had effect on both teachers and students and that to minimise the extent of this effect, much priority must be given to teachers' skills during teacher education.

Literatures revealed that findings about class size on students' academic achievements were always contradictory as for every class size study that indicated increase in academic achievement for students in small classes, another study can refute this finding (Vandenberg, 2012). Contributing to this conflict is that recruiting

more teachers to reduce teacher to student ratio resulted in additional budget (Gilman & Kiger, 2003; Blatchford, 2003). With the prevailing harsh economy, funding on reducing class size can be a backbreaking task. Therefore, the way forward from findings of this study is to inculcate in teachers' soft skills since it had a direct positive effect on class control as well direct and indirect positive effect on teaching performance success.

Findings on the relationship between soft skills with class size is consistent with Ball, et al., (2016) which found that students' perception of their 21st century skills was positively correlated to their perception of learning environment. Suggesting that with more development of the 21st century skills, their understanding of transactions within the learning environment would be warranted. Findings on the effect of class size on teaching success were also consistent with Tracey et al. (1995) which found that transfer of learning climate had a positively moderate effect size on post training behaviour. Their results supported the view that work environment was important for the application of newly acquired skills. Rouiller et al. (1993) also found that transfer of post training knowledge climate had direct impact on personnel workplace performance.

The extent of the moderating effect on (experienced preservice teachers or novice preservice teachers) students' exhibition of soft skills in their teaching performance

Another significant finding was related to the moderating effect. It was hypothesised that previous exposure to teacher education training moderates the relationship between soft skills and teaching performance such that those with prior exposure (experienced preservice teachers), the effect will be positive and those

without prior teacher training (novice preservice teachers) the effect will be negative. The results revealed that experienced preservice teachers and novice preservice teachers' perception of teaching job performance was similar. Specifically, the result explained that experienced preservice teachers perceived teaching job performance the same way as novice preservice teachers did. In conformity with the finding of Tracey et al. (1995) which found that continuous learning had no moderation effect on post training behavior. Anderson et al. (2012) further explicated that prior learning and the success of current training were not always easily predictable. Chan et al. (2017) found that all students showed significant improvement irrespective of their prior exposure to general education course. Put in another way the study revealed that the students benefited from the course in the same way.

This result contradicted some previous prior learning studies, In 1997. Madigan found a direct positive effect on course taking in high school and students' proficiency in science. Similarly, Fayowski (2009) found that prior course work in calculus at the pre-degree course improves student's subsequent achievement in calculus at the university level. Taking together, these studies suggest that prior course taking is an indicator for higher achievements in subsequent learning. Furthermore, Brod et al. (2013) reported that participants who received relevant previous knowledge showed superiority in comprehension and could recall the concepts faster than their counterparts. Svinicki (1993) also reported that previous learning affected how the learner perceived new information. Anderson (1981) gave mixed reporting that while prior knowledge made learning of new concepts faster, it made the verification of the facts slower in creating interference (fan) effects. These and many other evidences showed that there is considerable controversy surrounding the role of preservice teacher's previous experience in teacher training.

This study depicts the relationship between soft skills and teaching performance success being positive for all three lines as indicated by their positive slope (Figure 4.1) Hence, higher levels of soft skills led to higher levels of job performance. The strength and direction of the relationship did not change due to the moderator, it was concluded that the results of the model held regardless of whether the respondents were experienced preservice teachers or novice preservice teachers.

In the literature, Chan et al. (2017) showed that several research evidences revealed prior knowledge is correlated to present and future learning. They further explained that new and subsequent learning will be difficult when prior learning does not scaffold it. In their literature review Chan et al. (2017, p 137) concluded that 'a prior knowledge base is a key to further development and consolidation of generative knowledge base'. Since 1959, Ausubel said what the learner already knows is an important factor in future learning. This study revealed that previous teacher training is not necessarily the determinant of or always responsible for new learning success.

Prediction influence of soft skills on teaching performance success

Blindfolding results indicated that the Q^2 values for all endogenous constructs were above zero. Teaching performance success, overall soft skills acquired, and class size all had positive Q^2 values. This confirms that the model had predictive accuracy. Sarstedt et al. (2017) explained that when a Q^2 value is larger than zero for an endogenous variable, it's an indication that the path model predictive accuracy is accepted for the construct. Analysis of the q^2 effect size from reveals that the relationship between overall soft skills acquired to teaching performance success is quite large, indicating that soft skills have large predictive relevance for teaching job performance.

What soft skills aspects do preservice teachers feel they still need further development?

Remarkable result to emerge from our qualitative analysis is that, the qualitative analysis revealed the affective restructuring therapy was effective in equipping novice teachers with soft skills for their teaching. However, some preservice teachers felt they could have benefited more from some basic skills such as stress management, adaptation, innovation and professionalism. Despite the fact that Payne (2018) found that communication, managing self, managing people and mobilizing innovation were the most common skills post-secondary graduates felt they did not benefit from in their soft skills program, our results showed that novice teacher lacked more in the skills of stress management. Although our results differ slightly, it can nevertheless be argued that our study location, sample as well as the curriculum used was not exactly the same. Perhaps the difference could arouse from these differences. Notwithstanding the lack of agreement, the qualitative findings compare well with the quantitative results.

5.5   Linking discussion to curriculum development

The purpose of this study was to explore whether soft skills can be effectively fostered in a teacher-education course, so that this can give a road map curriculum development. To this end, the study evaluated the course's effects on preservice teachers' soft skills gained leveraging on Kirkpatrick model. The results over two semesters suggest that preservice teachers' soft skills may be improved through participating in a theory-based course designed to foster growth in these areas. This study extends the current literature by demonstrating that participation in this theory-based teacher-education soft skills course was related to social outcomes that support students in being successful in teaching and class control.

The results of the current study are particularly promising when we consider that college students are increasingly susceptible to teaching problems. The objectives of EDU;205;305 are consistent with the teacher-education goal. The study results highlight the importance of a teacher-education soft skills curriculum that provides cohesion for the context of the whole student and a bachelor's education degree, where students learn the skills necessary to effectively apply and translate their major course specializations. Furthermore, the course is highly supported by the university administration, providing momentum for implementing a more systemic approach to preservice teachers' soft skills.

The underpinning of soft skills curriculum and the ultimate aim of teacher-education is the development of skills that students will need to navigate college, be successful in work, contribute to their communities, cope with life's problems flexibly, and be guided and sustained by a set of personal values. These are the critical skills that many faculties and most college administrators, policy makers, and employers believe we should be teaching our students.

Based on the perceptions of preservice teachers, the findings of this study suggested that some preservice teachers are lacking soft skills, which is affecting their perception of job performance. Significant changes in the way universities prepare graduates will happen only if higher education leaders are willing to evaluate current educational paradigms and adopt new approaches that need to be in alignment with the workplace. The implication to curriculum development is that an ongoing assessment of what is being taught and learned at universities is required to equip preservice teachers for the challenges of the constantly evolving teaching job. Further, faculty members and lecturers at teacher education faculties have an important role in teaching

soft skills, which are important in preparing preservice teachers for the teaching job. Therefore, based on the findings from the data collection, a curriculum development program should emerge as a valuable concept to accomplish this goal.

In the current study, the researcher focused on self-assessment of soft skills (i.e., communication, commitment, creativity, lifelong and teamwork) that are foundational to the goals of teacher-education and that were consistent with the theoretical base. "Gibb highlighted that in the attribution theory, self-validation…receive strong emphasis. Self-validation…can be positive strategies to improve soft skills" (Gibb cited in Meeks 2017, p. 32).

It remains to be seen how these outcomes translate to preservice teachers' success in the workforce and improve senior secondary students' academic achievements. In future studies, the researcher hopes to follow students forward to examine effects of the course on their implementation of secondary education level curriculum since this is their immediate responsibility as they graduate,

5.6 Linking discussion to Kirkpatrick model

Previous studies suggested that preservice teachers may not be ready to satisfy the demands of teaching, with school principals raising concerns about student-teachers' soft skills. Moreover, the development of modern teaching materials and discovery of new teaching methods demanded preservice teachers to have sufficiently substantial soft skills to teach effectively (States et al., 2018; Lamb et al., 2014; Hattie, 2015). The present study assessed the soft skills of undergraduate bachelor's in education degree students in federal universities in north-central Nigeria in order to investigate the relationship between soft skills, class size, and teaching performance success.

Explaining the findings in line with Kirkpatrick theory, results of research question one provided supports for level one (reaction) and level two (learning). The results suggested that the level of overall soft skills of preservice teachers was moderate (level 2). This means that their learning level was moderate. Their learning level derived from their response to their participation in the course that is the reaction level (level 1). Their reaction results indicated that the effect size of commitment was large and statistically significant, the effect communication was not statistically significant, creativity was negligible and not significant, lifelong was weak but statistically significant and teamwork effect was also weak but statistically significant. This signifies the ways clusters of skills were inculcated in the preservice teachers during undergraduate studies (level 1). The results showed that teacher preparation programmes need to balance their approaches to prepare teachers. A recent report of data drawn from HRA (2010) indicated that teachers did not feel prepared for behaviour issues during their teacher preparation programmes.

The results indicated that there was a gap in the reaction level (level 1) among the soft skills entities. The highest effect size was from commitment to duty skills and the least effect size was in communication skills cluster. The effect size results showed that both commitment to duty skills, adaptation (lifelong) skills, and teamwork (collaboration) skills were identified as critical clusters that needed priority to be addressed among preservice teachers. This result further suggested that preservice teachers should be exposed to all five entities.

Tan, et al. (2003) reached the consensus that having idea about reaction level (level 1) was very important because it provided information for training evaluation and facilitating the quality of training. The study contribution to practice is that, this would enhance positive engagement of preservice teachers during training. It provided

insight for those working in teacher education on what to consider in order to enhance soft skills among preservice teachers. Undoubtedly, teacher educators have direct influence on students' development of soft skills, if this is not adequately handled in the classroom, students may not be fully work-ready after graduation. The significant effects (of the various attributes) from participation in course (level 1) supported the degree of learning (level 2) of participants. The effect of various clusters of skills on overall skills had further advanced the work of Jaser (2016) which found a gap among 12 clusters of soft skills. He suggested that "developing new learning innovations to increase the soft skills level among graduates would be the key solution to reduce the gap between skills".

Hypothesis three particularly provided support for the relationship between level two and level three in the model, the model results indicated that the relationship was statistically significant. Since teachers faced multidimensional challenges in their classrooms, every teacher has an opportunity to control their classes to achieve high quality and quantity of instruction (level 3). Control of own class is so important because it's not only useful to the teacher but it's also beneficial to the learners. To have effective control over diverse classes, teachers need to apply their soft skills. Hypothesis two results revealed the link between levels three and four being positive and significant. This finding revealed that teaching performance success can be predicted by teachers' control of own classes as Joyce and Showers (2002) concurred to the finding. According to them, when teachers are properly trained, new knowledge can be transferred to classrooms easily.

Finally, the results of research question 4a-c were clear about the true relationships within the model. These results provided good support for the proposed model and it demonstrated how Kirkpatrick evaluation theory provided a well-suited method for the assessment of preservice teachers' soft skills and its attendant benefits.

This therefore corroborated the assumptions by Kirkpatrick (1998, p. 57) that suggested that "linear causality existed between the four levels".

Results from the study supported Kirkpatrick theory. Moderate level of soft skills globally supported the hypothesis that participants who completed training improved their soft skills (level 2). The significant effect of soft skills globally on class size supported the hypothesis that participants who acquired soft skills from training contributed to increased class control. Further findings supported the hypotheses that level 2 and level 3 can be used to predict level four. The findings corroborated Kirkpatrick theory in the sense that to achieve teaching performance success, training must be undertaken, learning must occur, and behaviour must change.

This finding is also in line with and offer explanations for other theories such as role theory and Bernard Weiner's attribution theory. The role theory stipulated that "individuals' most basic needs must be met before they become motivated to achieve higher level needs" (Jerome 2013, p. 40). According to the theory, one must be confident (in our case have substantial soft skills level) before one is able to do the most one can do which in our case could refer to control of own class and teaching performance success. Furthermore, the explanatory focus of attribution theory in the social setting context explained that successful achievements (e.g. substantial level of feeling being adequately prepared in soft skills) can lead to positive expectations (e.g. control of own classes) thus higher motivation for success in the future (e.g. teaching performance success).

Thus, the findings confirmed that linear causality existed in Kirkpatrick theory, but not as expected in the theory, level two seemed to have more strong effect on level four than on level three signifying that with substantial soft skills learned (level 2), teachers can teach successfully (level 4). The study suggested there was strong positive

relation between level 2 and level 4. Recent studies involving Kirkpatrick theory had revealed that there was correlation between level 1 and level 2 and then between level 3 and level 4. However, this study revealed a strong positive linear relation in Kirkpatrick theory between level 2 and level 4. This suggested allocation of more credit hours to the course unit to focus more on teaching the critical skills (to improve on the reaction level). In addition, each entity should be considered as a stand-alone learning outcome and embedded in the curriculum for teacher education.

5.7   Significance and possible applications, and implications of the work

This study responded to a few research questions related to soft skills development of preservice teachers. The study had asked particularly the extent of the overall soft skills gained by preservice teachers, the extent these skills impacted on their perception of teaching performance success in secondary education level, and whether soft skills demonstrated the effect of class size on teaching performance success. The main aim in doing this was to address a near total lack of research evidence on the overall soft skills of preservice teachers. The study did so by first conceptualising the relationship in a framework, then data was collected directly from the study elements (preservice teachers) with special attention to preservice teachers that had completed the course unit "curriculum and instruction" in Nigerian federal universities, using three scales.

5.7.1 Possible implications for practice

The work has possible implications for practice. One important implication of the study was derived from the finding on the level of preservice teachers' overall soft skills developed. The findings from the study pointed to the fact that the extent of their soft skills was moderate. Analysing the data with a view to identify which entities contributed more to the variance in the overall soft skills showed specific sets of capabilities. The initial plan for introducing the course unit "curriculum and

instruction" to undergraduate preservice teachers was a good move to make teachers develop substantial level of soft skills while still being in the university.

The findings of my research have important teacher-education implication. Identifying and codifying the attributes that contributed to the overall soft skills developed showed that their respective contributions were not uniform and inadequate to warrant them substantial level of soft skills. This implies that it is important to properly prepare preservice teachers in all dimensions of soft skills during their undergraduate studies.

Suffice it that these results have pedagogical implications for teaching the skills, for example, commitment had the highest effect. Since it had the most effect among other entities of soft skills, it provided grounds for focusing on upgrading students' timeliness, paying attention to details, accurate work, consistent attitude, perseverance, punctuality, moral, integrity, efficiency, ethics, keeping deadlines and so forth. Without good commitment skills, preservice teachers will not be ready to fully attend to demands of teaching and learning. Therefore, in commitment couching, it may be useful to give activities that require prompt attention to deadlines, paying attention to details, turning up on time, doing regular inspection of student's appearance and attendance in lecture, and so on.

I hope that my research will be helpful in solving the difficulty of teaching soft skills. At the same time, I believe that curriculum planners should continue to refine the content of the curriculum and if possible, infuse some aspects of soft skill into other course units to reinforce as well as improve their students' soft skills. Hence, if teacher education courses provide sufficient and appropriate input on how soft skills should be taught, the teachers would be more confident.

The findings of my research have suggested that soft skills could be taken advantage of in order to improve teaching performance. A further important implication for application and practice stems from the direct impact of overall soft skills on teaching performance success. The finding showed the extent of the overall soft skill developed, understood as being moderate had large effect size on teaching performance success. Accordingly, this study suggested that universities (faculties of education) need to ensure that adequate provision is made for manpower and time allocation to inculcate the skills in preservice teachers. How to nurture and support the development of soft skills may need to be addressed in terms of how such skills could be taught and evaluated through proper allocation of teaching and evaluation time in the institution programmes. It is hoped this effort will reduce lecturers' work and allow them flexibility in teaching.

Furthermore, another practical implication of the study is that it provides the needed empirical data on the actual soft skills of preservice teachers and how it affects their perception of teaching performance. This information is important given that limited studies exist in the study area. Evidence on extent of overall soft skills developed by preservice teachers would allow policymakers, curriculum experts, university lecturers, and other stakeholders to design initiatives, tools, and strategies to cope with any menace that could erupt. Because teachers are busy people, they have lessons to plan, students to teach, meetings to attend, and home lives to maintain. In essence, teachers live by schedules and must adhere to time frames throughout their entire day, from the moment the bell rings at the beginning of the school day to the minute they pack up and leave at the end, everything seems scheduled and determined by time. As a result, teachers are forever striving to learn the soft skill of time management. Learning the skill of time management can help even the most

disorganised teacher get their classroom running like clockwork. Being able to figure out how to make the teaching day run in an efficient manner and effectively use the time allotted is a skill that all teachers need to learn

The study's contribution to practice is that it would enhance positive engagement of preservice teachers during training. It provided insight for those working in teacher education on what to consider in order to enhance soft skills among preservice teachers. Undoubtedly, lecturers have direct influence on students' development of soft skills, if this is not adequately handled in the classroom, students may not be fully work-ready after graduation.

Finally, evidence suggested that the model revealed how class control issues can be handled to produce success in teaching and learning. For example (Hattie, 2005; 2015) explained "that teachers rarely change how they teach when moved into different class sizes resulting into minimal effect size in reducing class size on students' academic achievement". Thus, evidence showed that soft skills would play a very big role in creating a supportive classroom. These findings provided teacher training institutions and other stakeholders information to engage in programme improvement activities. Assessment studies are meant to reveal weakness or strengths of a programme by revealing key areas that need intervention for programmed improvement.

5.7.2   Possible implications for knowledge and theory

This study has possible implication for knowledge in the field of teacher-education with specific reference to soft skills, class control and teaching performance. The purpose of this study was to assess the level of soft skills developed in preservice teachers and determine its effect on teaching performance success in senior secondary

in north-central Nigeria. This research had filled a gap noticed in the lack of studies on this field in the study area. The research had contributed to the existing body of knowledge on assessment of soft skills in relationship to teaching success. The results of the study indicated that the level of soft skills gained by preservice teachers was moderate, suggesting that much is needed to be done by the universities in preparing teachers on their soft skills aspect of teaching.

Another objective of this study was to determine the effect of soft skills on teaching success. This study contributed to the existing body of knowledge regarding how the combined effects of soft skills could influence teaching performance. It was discovered that soft skills contribute greatly to teaching performance success, it is important that institutions of higher learning provide enough opportunities for students to develop soft skills. The implication for national education policy makers wanting to improve teaching performance, the study revealed that preservice teachers were more likely to teach in better ways if they had enough soft skills.

According to the results of this study, increasing students' soft skills demonstrated positive effect in their handling of classroom activities. Implication here therefore is that with more soft skills in teachers, budgetary provisions for reducing class size could be reduced thereby enhancing the development of other critical sectors of the economy.

Another contribution from this study is the fact that when preservice teachers were positively engaged during pre-service training (reaction), it would lead to a higher degree of overall soft skills (learning). When the teachers consistently demonstrated critical soft skills on the job (behaviour), teaching performance would increase (results). This is alluded to the fact that correlation exists between

Kirkpatrick's model levels, good correlation exists between level one and two; and between level three and four. Finally, when value is created through training, it can be demonstrated in teaching performance success. The study extended the current literatures by demonstrating that participating in this curriculum and instruction courses was related to moderately high overall soft skills that supported preservice teachers in being successful in their studies and future work. This study contributes to further confirmation of Kirkpatrick four-level model by expanding our understanding of the progressive, causal relationships between reaction and learning, and between behavior and results.

Results so far have been encouraging and this show that learning about soft skills as they apply to teacher-education is a practice that is in line with other professions. Specifically, the study contributes to theory in teacher-education since it assist in discovering new effects sizes for soft skills predictors as well as the soft skills gained on teaching success. It equally contributes to theory by developing a model for soft skills teaching and evaluation. Lastly, although Kirkpatrick reported chronological linear causality between levels 1,2,3 &4; this work demonstrated that soft skills has the potential to cause large direct effect size between level 2 & 4 in Kirkpatrick's theory.

5.8   Recommendations

Based on the results of this study assessing the level of acquired soft skills by preservice teachers and its combined effect on teaching performance success in senior secondary education level, the following recommendations were made for future actions.

Since preservice teachers indicated that their level of soft skills development was just moderate, it showed that teaching of soft skills in universities cannot be fully realised when faculty members who were important in preparing undergraduate students had not been properly sensitised. Analysing the correlations between latent variables, it was seen that to improve preservice teachers' level of soft skills, teacher educators should concentrate on commitment skills, lifelong learning skills, and teamwork skills. Considered attention should be given to communication skills and creativity skills because Mitchell et al. (2010) posited that when designing the curriculum, soft skills that ranked low should still be emphasised because there could be a lack of value placed on the skills or a lack of understanding of how to integrate them into the curriculum.

Therefore, it is recommended that a faculty development programme needs to be organised to sensitise the faculty members. Through this training, faculty members could be more organised to teach soft skills to undergraduate students which will benefit the students in their teaching and future success. The popular believe is that students without previous knowledge of '*curriculum and instruction*' course, (a soft skills course) will have problems in grasping the concepts because of the unfamiliar environment they find themselves. However, experts say this difficulty will diminish when the processes of delivering course content are efficiently handled, in other words, teaching approaches can mediate prior learning. Gauci et al. cited in Chan et al. (2017, p. 156) posits 'that by employing a personal response system in large-group lectures, even students without prior knowledge of the subject matter can benefit significantly'. It is hoped that through this training, faculty could learn, understand, and apply appropriate methodologies to teach soft skills to preservice teachers which ultimately will benefit graduates and the local community.

The questions of how and which attributes of soft skills globally helped preservice teachers succeed in teaching are still worthy of future investigations. Future researchers should attempt to replicate the findings of the present study that showed soft skills gained were strongly and positively related to teaching performance success.

Teaching soft skills should be accorded much priority in teacher education curriculum and evaluated independently from other goals in the curriculum. Because the existence of such correlations and effect sizes were evident between soft skills and teaching performance success, it provided proof that stepping up interventions to help improve such skills in students is necessary for it would result in greater success in education and ultimately economic development. This can be achieved by horizontal integration of soft skills in the different subjects' curriculum of a teacher training programme. Or through allotting more credit hours for teaching the soft skills curriculum.

The study also recommended that the government should do alternative use of funding through teacher training in teaching soft skills to reduce the huge budget on class size reduction that would normally result to hiring extra teachers and providing more classrooms. Teachers should be trained intensely on soft skills development since it was revealed to have demonstrated significant effect on class size, meaning it can make teachers being able to adapt their teaching to different situations.

Teacher education at pre-degree (colleges of education) level should improve on the way they inculcate soft skills into the preservice teachers (NCE holders), so that as such students (experienced preservice teachers) go for upskilling, they should have deeper understanding of what it takes to have substantial level of soft skills. Since the growth theory stipulated that individuals' initial level of education determines their

superiority in absorbing new information, the results from this study did not show support for this theory. The study recommended that parents and basic level education teachers also have a role to play in education preservice teachers by facilitating the learning of soft skills.

In summarising this section, the present study used a conceptual framework that extended and advanced the use of Kirkpatrick theory in the evaluation of teacher education soft skills programmes. Future studies should examine and extend the model using alternative measures.

Taken together, findings from this study would seem to show that Nigerian Universities faculty of education should consider a review of the teacher soft skills curriculum with possible innovations. For the magnitude of soft skills gained by pre-service teachers was only moderate as against it been substantial. The strength of the soft skills curriculum and the credit-hours allocated must be examined. Currently the courses (EDU 205 and EDU 305) have two credit-hours each and all are theory-based courses, perhaps the credit-hours should be increased to four credit-hours each, appropriate teaching methods should be considered and situational judgemental test (SJT) could be used in the soft skills curriculum to nurture pre-service teachers. Recently, Melser (2019) highlights that teaching soft skills along with SJT may make pre-service teachers to be better prepared for the task ahead of them.

5.9   Limitations

The present study had some limitations. The outcome from this study was restricted to teacher education since data was collected from preservice teachers only, so results should be cautiously generalised to other undergraduate disciplines.

The first limitation stemmed from the use of self-reporting measures to collect data. For several reasons, self-ratings are subjective and can be problematic form of

assessment which could lead to invalid results. Self-reporting can have a problem of response bias (Kopcha & Sullivan, 2007) and observed variation due to scale re-calibration between assessment (Payne, 2018). Moreover, errors can come from self-rating scale when participants have different notions of what constitutes high and low soft skills (Bledow & Frese, 2009). For instance, Berdow and Evers (2010) found that graduating students were overconfident about their competencies and underestimated work demands.

Due to the young nature of soft skills studies in the study area, self-rating measures were used. Subsequent studies could adopt situational judgemental test developed by researchers to assess preservice teachers' soft skills. Experts explained that situational judgemental test was less susceptible to bias and may palliate the concerns of validity common to self-rating when measuring soft skills (Anderson, Their & Pitts, 2017). Therefore, the study suggested that further studies should seek other more appropriate approaches for data collection, such as the testing and peer-report measures.

Furthermore, thorough review of literature and consultation with experts on soft skills development showed that three scales can be used to measure the three main constructs one for each. Three existing scales were identified appropriate for assessing soft skills developed from participating in the course "curriculum and instruction". The three measurements chosen included measurement of soft skills scale (Kechagias, 2011), measurement of class size scale (Vandengberg, 2012), and measurement of teaching performance scale (Moreno-Murcia et al., 2015). The items covered most of the items identified by experts and university teacher education learning outcomes. Thus, the present study took a strategic advantage of the existing measures in which

testing had been executed. The use of existing instrument could probably limit the extent of the validity of the findings. Future researches may include the development of a unique measurement scale to ensure valid results.

However, the present study supported emphasising preservice teachers' soft skills development in the curricular. The study was conducted quantitatively to get the level of participants in numerical term due to limited or lack of quantitative and qualitative studies in the study area supporting soft skills development during teacher education. However, mixed mode (quantitative and qualitative) study could provide evidences from individual student's responses and give insight into experiences on their gains in soft skills. Hammond (2005, p. 248) advocated for using qualitative and quantitative data to serve complementary purpose. According to the expert, "complementary data provided possibility for elaborating, enhancing, illustrating, and clarifying results". Additionally, parents and university faculties could be involved to provide evidences on the students' soft skills development, for experts suggested that training characteristics (training place, trainer) can influence students' learning.

Finally, unfortunately due to limited studies on soft skills teaching, absence of a developed theory and the young nature of soft skills study in the area, PLS-SEM was used for data analysis making the current study's finding exploratory in nature. Further researches could adopt a CB-SEM confirmatory approach since a model has been developed.

5.10   Suggestions for further research.

The level of soft skills gained by preservice teachers and its effect on teaching performance in senior secondary schools in north-central Nigeria has been investigated. The results showed that preservice teachers gained moderate soft skills from their participation in a soft skills course at their undergraduate level and this has strong effect on their perception of teaching performance. There were no significant

differences in their ratings of the soft skills scale and their perception of the effect of soft skills on teaching performance between experienced preservice teachers or novice preservice teachers. This implies that students that had prior teacher education up to NCE level did not show any superiority on the new students, this equally implies that the soft skills curriculum at university level is adequate for modelling soft skills in preservice teachers.

It is therefore suggested that similar studies be carried out in other geopolitical zones (north-east, north-west, south-south, south-west and south-east) of Nigeria in order to see the trend in the soft skills level of preservice teachers at degree level. Further studies into each components of teaching soft skills are suggested. The influence of soft skills such as time management, positive attitude, confidence, ethics, enthusiasm and many others on teaching performance can also be investigated.

While investigating the soft skills of preservice teachers, the study note that no single approach is likely to be a silver bullet. Indeed we must do better than a silver bullet if we are to ensure success in curriculum development as well as eveluation. Nevertheless, as part of an expanding approach, the study hope that the simple approach to evaluation of the implementation of the soft skills currulum could enhance teaching success and also serve as a base for further research on curriculum development.

Although there may be limitations that stemmed from the non-normal data distribution, which makes the study lack in power (normality results had p-values less than 0.05 because sample was large, normality p- values were supposed to be greater than 0.05). Nevertheless, this work could be a starting point for future research on soft skills curriculum development.

Another suggestion for future researchers is to collect information from respective lecturers teaching the course on how the course was implemented. A limitation of the present study was associated with the lack of clarity on how the course was implemented. Although participants were asked to mention their teacher educator to student ratio at the time, they attended lecture on the course, it remained unclear whether the course objectives were achieved theoretically.

Additionally, future researchers should gather demographic information as to whether the students were involved in extra-curricular activities (sports teams, clubs, societies, student union government, and what activities they did outside school). This could provide a bigger picture of how their soft skills were developed.

5.11   Conclusion

When teachers struggle with classroom management, what determines whether they give up or embrace the challenges and work towards overcoming it? And when teachers face difficulty with the pedagogic content knowledge, what determines whether they seek support for more productive solutions? Soft skills—is crucial for success. Because teaching challenges are ubiquitous, soft skills is essential for teaching success.

As preservice teachers move into the educational system for teaching, they will face adversity at one time or another, whether from school principal, their students, or curriculum content and materials. Thus, a central task for teacher educators is to prepare prospective teachers to response smartly when these inevitable challenges arise.

In a century that soft skills matter more than they have ever been, employers of labor particularly schools' proprietors are looking for teachers that are smart about the curriculum, innovative, and have the torch to help students acquire the kind of knowledge for their success in school and future life. The growth in teachers' expectations requires teachers to have more than hard skills at their entry into teaching job. Experts explained that task performance is generally determined by conducive work environment, character skills (non-cognitive skills), and cognitive skills (Kautz, et al., 2014).

To meet these demands, the Nigerian national policy on education enshrined in the teacher education curriculum more ambitious standards for teacher preparation that expected preservice teachers to master subject matter, pedagogy, as well as soft skills. Soft skills go by many names in literature including non-cognitive skills (Kautz et al., 2014), 21st century skills (Lamb et al., 2017), personality skills (Almlund et al., 2011), character skills (Roberts, 2009), affective skills (Hendriana, 2017; FGN 2013) as well as intra/interpersonal skills (Lamb et al., 2015). The term soft skills were used in this study because all the attributes can be learned and shaped through teacher education.

Substantial research in developed economies showed that soft skills attributes correlated with task performance including educational achievement (Kautz et al., 2014; Hattie, 2015; Lamb, et al., 2017). This study was designed purposely to assess the level of soft skills gained by preservice teacher' and determine its global effect on teaching performance success.

Literature review explained that to enhance success in work and future life, undergraduate students should be equipped with soft skills because these skills are an

emerging priority in education in the 21st century (Lamb et al. 2017; Lamb et al. 2015; Hattie 2015; Kechagias 2012; Ball et al. 2016; Binkley et al. 2012).

Therefore, assessing such skills is critical. A total of 722 participants responded to the paper questionnaires, it was intended to collect data from 886 participants selected randomly out of 4432 undergraduate final year faculty of education students in north-central federal universities in Nigeria. Collected data was subjected to various scrutiny.

Preliminary results from exploratory factor analysis revealed that of the three set of instruments used, soft skills instrument had 5 factors, teaching performance instrument had 3 factors, and class size instrument had only one factor. Based on the factors identified in these instruments, PLS-SEM using SMARTPLS 3.0 was conducted. Measurement model was first analysed for the correlation of latent variables with their manifest variables, in order to get manifest variables that adequately described their latent variables in the model. Thereafter, the structural model was assessed. PLS-SEM was considered appropriate because it had an age over traditional regression models in analysing complex models. Moreover, PLS-SEM made it possible to depict multiple hypotheses in a single model (Chen & Yang, 2013).

The outcome revealed that the existence of a good convergent validity (indicator loadings, indicator reliability, and AVE) and internal consistency reliability (composite reliability and Cronbach's alpha) showed that the conceptual model "soft skills model" used in this study worked well and the measures were reliable. Only 13 statements from (commitment 3, creativity 1, teamwork 1, lesson delivery 3, lesson planning 4, and class size 1) identified from the EFA to have hung together in the respective constructs had to be dropped from the measurement model results before

the final PLS-SEM results were assessed. The coefficient of determination (R^2) values inside the circles indicated how many per cent of variability was explained by the other factors. The variance in changes in soft skills acquired was explained by their participation in "curriculum and instruction" course units in which commitment skills, communication skills, creativity skills, lifelong skills and teamwork skills were inculcated in the students (preservice teachers) during undergraduate studies.

Analysis revealed their participation in 'curriculum and instruction' course led to average development of soft skills globally among the students. This in turn generated a sense among the students that they had control of how to carry out classroom instructions in varying class sizes. Ultimately, it led to stronger direct effect on teaching performance success related to lesson planning, lesson delivery, and lesson results.

In plain language, the assessment of the structural model revealed that students demonstrated moderate overall soft skills gained. Overall soft skills gained were positively related to teaching performance success, control of own class played complementary mediation role on the relationship between soft skills and teaching success, the model had high predictive accuracy, and the results in the model held regardless of whether participants were experienced preservice teachers or novice preservice teachers.

These results provided some support to conclude that higher education institutions (faculties of education) in Nigeria must emphasize on teaching soft skills to prepare students for their entry into teaching and future life success. It is hoped that policy makers can confidently direct necessary time and resources in soft skills

development by developing an all-inclusive curricular for teacher preparation for both pre-service teachers and in-services teachers.

Finally, since the main aim of the study was an assessment of soft skills gained by preservice teachers form participating in soft skills courses and its effect on teaching performance in senior secondary schools in north-central Nigeria. PLS-SEM results obtained from 722 participants showed that preservice teachers gained moderate soft skills from their participation in soft skills courses (*curriculum instruction 1 &11*) at their undergraduate level and this has strong effect on their perception of teaching performance. Furthermore, the analysis did not show any significance differences between participants (experienced preservice teachers or novice preservice teachers) with regards to their ratings of the soft skills scale and their perception of the effect of soft skills on teaching performance. This implies that students that had prior teacher education up to national certificate of education level did not show any superiority on the new students, equally, it implies that the soft skills curriculum at university level is adequate for modelling soft skills in preservice teachers.

It is therefore suggested that similar studies be carried out in other geopolitical zones in the country in order to see the trend in the soft skills level of preservice teachers at undergraduate degree level. Further studies into each components of teaching soft skills are suggested. For instance, the influence of soft skills of time management, positive attitude, confidence, ethics, enthusiasm on teaching performance can also be investigated.

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