



Soft Skills Development In Physics Education Programme (PEP) In Conventional Tertiary Institutions In South-South, Nigeria

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ABSTRACT

This study x-rayed soft skills development in Physics Education Programme (PEP) in conventional tertiary institutions in South-South, Nigeria. Descriptive survey research design using a sample size of 62 tertiary institutions academic staff comprising of 25 University lecturers and 37 Colleges of Education lecturers in 12 tertiary institutions in South-South, Nigeria were selected by probability random sampling technique. The research instrument tagged “Development of Soft Skill through Physics Education Programme” (DSSPEP) with a reliability coefficient index of 0.85 using the Pearson Product Moment Correlation Co-efficient coefficient statistics was used to obtain data for the study. Data were analyzed using mean, standard deviation, frequency count, percentage, bar charts for the research questions while the hypothesis was tested at 0.05 level of significance using the t-test. The findings of study revealed that Physics Education Programme (PEP) in tertiary institutions of learning do not adequately prepare pre-service teachers for the development of soft skills which was in agreement by educators at different grade levels and gender. The study further revealed that the hypothesis was retained $t(60) = 1.523, p = 0.133$ implying that there is no significant difference between the mean value responses of academic staff of Universities and Colleges of Education on ways of ensuring soft skill development through Physics Education Programme (PEP) in conventional tertiary institutions. It was recommended that policy makers, stakeholders and educators involved in Physics Educational Programme (PEP) should frame achievable policies to integrate the processes of teaching and assessing students’ extent of soft skills acquisition in tertiary institutions of learning.

Keywords: Soft skills, Education, Physics, Programme, Tertiary Institutions, Development.

INTRODUCTION

Education is a process of transferring of knowledge, skills and positive attitude from one generation to another. It leads to the establishments of functional systems and processes that provides the avenues for proper utilization of both human and material resources. The drive towards national development and economic growth of any nation is totally dependent on the level of investment in education. Various nations all over the world have made conscientious effort in harnessing the optimal opportunities provided by this important sector in the economy. It is on this note that the Federal Government of Nigeria (FGN, 2004) stated explicitly in its National Policy of Education that “education in Nigeria is an instrument "par excellence" for effecting national development”. Formal education is transmitted in a

structured and organized environment which is the school. There are three level of schooling structure namely, the primary, secondary and tertiary education system. While the primary and secondary educational system may be view as the fundamental level at which basic knowledge are been impacted, the tertiary education provide the needed advanced knowledge creating an avenue for the development of human capital.

The World Bank while presenting its World Development Report (2019) remarked that focusing on the world of work and the ever increasing role of science and technology in a dynamic era, the tertiary institutions becomes most compelling and inevitable for the development of knowledge. In the process of sustaining economic and social development, the responsibilities of tertiary institutions surges continuously every year. These responsibilities will continue endlessly because the search for knowledge is never limited. Tertiary education is undoubtedly one of key drivers of growth, performance and prosperity because its social responsibility provides the connection between educational and intellectual role on one hand and societal development on the other hand. It is looked as a centre for fostering innovation, improving quality of life and increasing high level skills. Modern tertiary education system are aimed at preparing citizens for diverse economic sectors, provide contemporary programmes that enables citizens keep pace with changes in the innovation and global economy. The development of tertiary institutions in Nigeria became evident in the pre-independence era which can also be attributed to the colonial dispensation. Sir Eric R.J Hussey being the first Nigeria's Director of Education proposed the three levels of education system in 1930. The proposal was aimed at establishing the;

- i. Primary education system with a duration of 6 years with a curriculum that concentrates on handicraft, Agriculture, hygiene and nature study from the local environment.
- ii. Secondary education system which will run for 6 years that can prepare learners upon completion opportunities for employment
- iii. Vocational/Higher education system with courses that are equivalent with the British standard of education (Abdulrahman, 2013).

The actualization of the above proposal gave birth to the establishment of the Yaba Higher College in 1934 becoming the first higher institution of learning in Nigeria. Although there incessant criticism concerning the establishment of the college which was basically premised on the limitations of the curriculum, non-recognition of the college beyond the shores of Nigeria and then quality of the certificate vis-à-vis work placement. Due to the continual agitations, Rt. Hon. Oliver Stanley, the colonel secretary set up two commissions namely Asquith Commission (Commission on Higher Education in the Colonies) and Elliot Commission (Commission on Higher Education in West Africa) in 1943. While Asquith Commission came up with unanimous report on the urgent need to establish Universities in Nigeria, Elliot Commission report provided two shades of reports which are the majority report and the minority report.

In 1945, the British Government lead by the labour Party sent out delegation which was led by Sir William-Fyfe to West Africa to do more extensive work on the establishment of Universities in West Africa. On submitting their report, it was recommended that a University College should be established in Nigeria precisely Ibadan which gave birth to the setting up of University College Ibadan on 1948 (Okoli, Ogbondah & Ewor, 2016). Currently as reported by the National University Commission (NUC), the commission tasked by the Federal Government of Nigeria to regulate and act as a catalyst for quality changes and innovation in delivering best practices in University education in Nigeria listed 43 federal Universities, 52 State Universities and 79 Private Universities in approved in Nigeria. Furthermore, the National Commission of Colleges of Education listed that there are 21 Federal Colleges of Education, 47 State Colleges of Education, 61 Private Colleges of Education, 9 Polytechnics offering NCE and 14 other NCE-awarding institutions making a total of 152. These tertiary institutions have diverse programme of study at undergraduate and post graduate levels. However, 83 tertiary institutions (Universities and Colleges of Education) in Nigeria undertake Physics education programmes (JAMB online Brochure, 2019). The accredited Universities and Colleges of Education by the National University Commission (NUC) and National Commission for Colleges of Education (NCCE) respectively in South-South geographical zone is shown below.

Table 1.1: NUC accredited Federal Universities in South-South geographic region

S/n	Establishment	State	PEP
1	Federal University of Petroleum Resources, Effurun	Delta	N/A
2	Federal University, Otuoke	Bayelsa	A
3	University of Benin	Edo	A
4	University of Calabar	Cross River	A
5	University of Port-Harcourt	Rivers	A
6	University of Uyo	Akwa Ibom	A
7	Nigeria Maritime University, Okerenkoko	Delta	N/A

Source: (NUC, 2019). <http://nuc.edu.ng/nigerian-universities/federal-universities/>

Table 1.2: NUC accredited State Universities in South-South geographic region

s/n	Establishment	State	PEP
1	Akwa Ibom State University of Technology, Ikot Akpaden	Akwa Ibom	A
2	Ambrose Alli University, Ekpoma	Edo	A
3	Cross River State University of Science and Technology, Calabar	Cross River	A
4	Delta State University, Abraka	Delta	A
5	River State University	Rivers	A
6	Niger Delta University, Yenagoa	Bayelsa	A
7	Ignatius Ajuru University of Education, Rumuolumeni	Rivers	A
8	Edo University Iyamo	Edo	N/A
9	University of Africa Toru Orua,	Bayelsa	N/A

Source: (NUC, 2019). <http://nuc.edu.ng/nigerian-universities/federal-universities/>

Table 1.3: NCCE accredited Federal Colleges of Education in South-South geographic region

s/n	Establishment	State	PEP
1	Federal College of Education (Technical), Asaba	Delta	A
2	Federal College of Education (Technical), Omoku	Rivers	A
3	Federal College of Education, Obudu	Cross River	A

Source: NCCE (2019). <http://www.ncceonline.edu.ng/colleges.php>

Table 1.4: NCCE accredited State Colleges of Education in South-South geographic region

s/n	Establishment	State	PEP
1	College of Education, Warri	Delta	A
2	College of Education, Ekiadolor-Benin	Edo	A
3	Delta State College of Education, Agbor	Delta	A
4	Akwa Ibom State College of Education, Afahansit	Akwa Ibom	A
5	Cross River State Coll. of Education, Akampa	Cross River	A
6	Edo State College of Education, Igueben	Edo	A
7	Isaac Jasper Boro COE, Sagbama	Bayelsa	A

Source: NCCE (2019). <http://www.ncceonline.edu.ng/colleges.php>

Physics education is studied in the Faculty of Education in Universities and School of Science in Colleges of Education in Nigeria. It is a major sub-field in science education aimed at the development and preparation of Physics teachers for the purpose of teaching, research and consultancy. The goal of this field is to produce competent physics teachers that will effectively teach concepts of Physics at secondary and tertiary institutions of learning. The programme is designed to meet the needs of diverse groups of

individuals providing the required background for scientific progression. The specific objectives of the programme are outline as follows;

- i. Prepare specialist in physics that will teach the subject at all levels of education in an effort to provide basic and advance knowledge in Physics
- ii. Develop specialist that are grounded in Physics education research in other to solve educational and societal problems.
- iii. Be an advocate and promoter of Physics related programmes.
- iv. Train individuals to develop multi-disciplinary approach in the field of education sciences
- v. Train specialist that with develop, coordinate and oversee functional Physical science laboratory in secondary and tertiary institutions of learning.

Understandably, the philosophy and objectives of physics education programme is geared towards making an individual to be a specialist in educational research, curriculum development, development and implementation of instructional strategies, instructional design among others, which are to be carried out in the world of work. There is no doubt that most Tertiary institution programmes including Physics education are design to prepare individuals to face the world of work (labour market), it is therefore imperative that such institutions instill in the individuals those characteristics in form of knowledge, attitude and skills to face the challenges in the world of work. The cry of several stakeholders in the production of quality graduate by the tertiary institutions of learning cannot be overlooked. Most graduates in Faculties of Education and School of Education and Science lack the necessary survival and social skills that would have been learnt in schools.

This is quite disastrous because those units in the school system produce future service science teachers that will impact scientific knowledge to learners at various level of education. The Nigeria Bureau of Statistics (2018) reported that at the third quarter (Q₃) of the year the unemployment rate by educational grouping was highest for persons with Post-Secondary school certificate or graduates, recording 29.8% during the reference period. The famous write-up of Magna Charta Universitatum (1988) cited in Cimatti (2016) noted that

“The universities’ mission of spreading knowledge among the younger generations implies that, in today’s world, they must also serve society as a whole; and that the cultural, social and economic future of society requires, in particular, a considerable investment in continuing education” (pg, 102)

Morandin (2015) while interpreting the above statement mentioned that, the idea of education institutions should extend beyond preparing individual that are only academically sound but make effort in creating citizens that can participate positively in the society and can withstand challenges emerging form the world of work. Been a specialist in the acquisition of content knowledge in physics, or a computer genius, or a general scientific guru in the world of work is not sufficient, individuals are expected to possess certain skills known as soft skills. Soft skills are those essential skills acquired by individuals which is a combination of their personality traits, behaviour and social attitude that facilitate positive interactions with other people in the world of work. They are personal potential attributes needed for success on the job. Grisi (2014) posited that individuals that have attributes of soft skills tends to portray strong emotional intelligence and situational awareness characteristics which can sustain them through difficult working conditions yet producing positive results. Another relevance of soft skills acquisition is the ability to collaborate and communicate effectively even in a state of uncertainty with others. The personality attributes that characterized as features of soft skills are teamwork capability, time management skills, conflict management skills, problem solving skills, self-management skills, negotiating skills, creativity, critical and structured thinking skills, communication skills, cultural awareness and common knowledge, decision making skills and public speaking skills.

Table 2: Model for implementing soft skills in Physics Education Programme (PEP)

Domain	Emphasis	Instructional procedure for PEP	Assessment procedure for PEP
Cognitive	Knowledge and the development of intellectual abilities. Mental domain leading to processing of information, creation of knowledge and critical thinking.	Direct instruction/Lecture, Effective questioning, Mastery learning, Reciprocal teaching, Field trips/Experience, Debate/Quiz, Graphic organizers/PowerPoint slide show, Project based learning, Collaborative/Cooperative learning etc.	Achievement test, Project manual, Aptitude test, Oral questions, written reports, Speed test, quiz etc.
Affective	Attitude, emotions and feelings. Focus on the manner individuals' deal with issues such as feelings, values, appreciation, attitude, emotions.	Model learning, Course-wise guest lectures, lecturers-Students discussion on course value, Personalization learning concept, Attitude comparison model.	Socio-metric technique, checklist, observation involving anecdotal record and manipulated situations.
Psychomotor	Motor skill, coordination and physical movement. Possession good experimental position, handling objects and apparatus appropriately.	Demonstration, Virtual/simulation method, Whole-Part-Whole teaching technique, Mediated learning etc.	Observational written report, Internship, Laboratory manuals, Checklist to assess (dexterity, motor coordination etc.
Soft skills	Attributes needed for success in the world of work. Desirable qualities for actual practice that do not depend on acquired knowledge.	Peer evaluation method, Group project, project-based learning, Problem solving method.	Peer assessment scale, Behaviour feedback scale, Attitude comparison, open-ended response.

Asuru (2017) lamented that before now educationist concentrated solely on the applications of the taxonomies of education as developed by Blooms (1956) and Krathwohl (1964). Presently, the need to teach soft skills to students has become a major concern for educators from all over the world. Asuru (2017) highlighted the roles of soft skills acquisition in the process of teaching, learning and assessment includes;

- i. Enhancing learners concentration on assigned task
- ii. Enabling learners to work independently and as well as collectively
- iii. Ability to adapt to new situation and challenges
- iv. Provision for learners creativity, resourcefulness and originality
- v. Understanding ways to prioritize task and other activities

Restructuring the physics education programme in Nigeria tertiary institution by focusing on development of soft skill will obviously equip our tertiary institution graduates to compete favorably with their counterparts in the global setting and as well contribute effectively to national development. Organization for Economic Co-operation and Development (OECD) report (2019) "Future of Education and Skills 2030", highlighted the growing importance of soft skills in education due to trends such as globalization and rapid advancements in technology and artificial intelligence, which demand changes of the labour market and the skills future workers require in order to succeed. The report further stated that, to remain competitive, workers will need to acquire new skills continually which require flexibility and a positive attitude. According to Ward and Dorathy (2014) reiterated that proficiency in the acquisition of soft skills in important in an individual career-life and should not be overlooked. In view of the above, this study investigated the extent of soft skills development through the Physics Education Programme (PEP) in conventional tertiary institutions in Nigeria.

Aim and objectives of the study

The aim of the study is to investigate the extent of soft skills development through the Physics Education Programme (PEP) in conventional tertiary institutions in Nigeria. Specifically, the objectives are;

1. determine the extent of preparation of pre-service teachers’ acquisition of soft skills through the Physics Education Programme (PEP) conventional tertiary
2. Ascertain ways in ensuring soft skill development through Physics Education Programme in tertiary institutions.

Research questions

1. What is the extent of preparation of pre-service teachers’ acquisition of soft skills through the Physics Education Programme (PEP) in conventional tertiary?
2. What are the ways of ensuring soft skill development through Physics Education Programme (PEP) in conventional tertiary institutions?

METHODOLOGY

The study adopted the descriptive survey research design. McCombes (2019) explained that descriptive research aims to accurately and systematically describe a population, situation or phenomenon. The study was carried out in the South-South region of Nigeria. This region comprises of six states namely Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers State. This region sits directly on the Gulf of Guinea on the Atlantic Ocean in Nigeria and occupies 85,303 square meters in land mass (Hogan, 2013).

The population in South-South region of Nigeria is 21, 014, 655 (NPC, 2006). Overtime, there have significant achievements in the establishment of various tertiary institutions in the region due to demand of higher education. The population of the study comprises of all academic staff of Physics Education Programme (PEP) in tertiary institution (Universities and Colleges of Education) in South-South region, Nigeria. The probability random sampling technique was used to obtain 12 twelve tertiary institutions (5 Universities and 7 college of education). Subsequently, 62 (41 male and 21 female) academic staff of Physics Education Programme (PEP) in tertiary institutions out of which 25 (18 male & 7 female) are University academic staff, while 37 (23 male & 14 female) are college of education academic staff were the participants of the study.

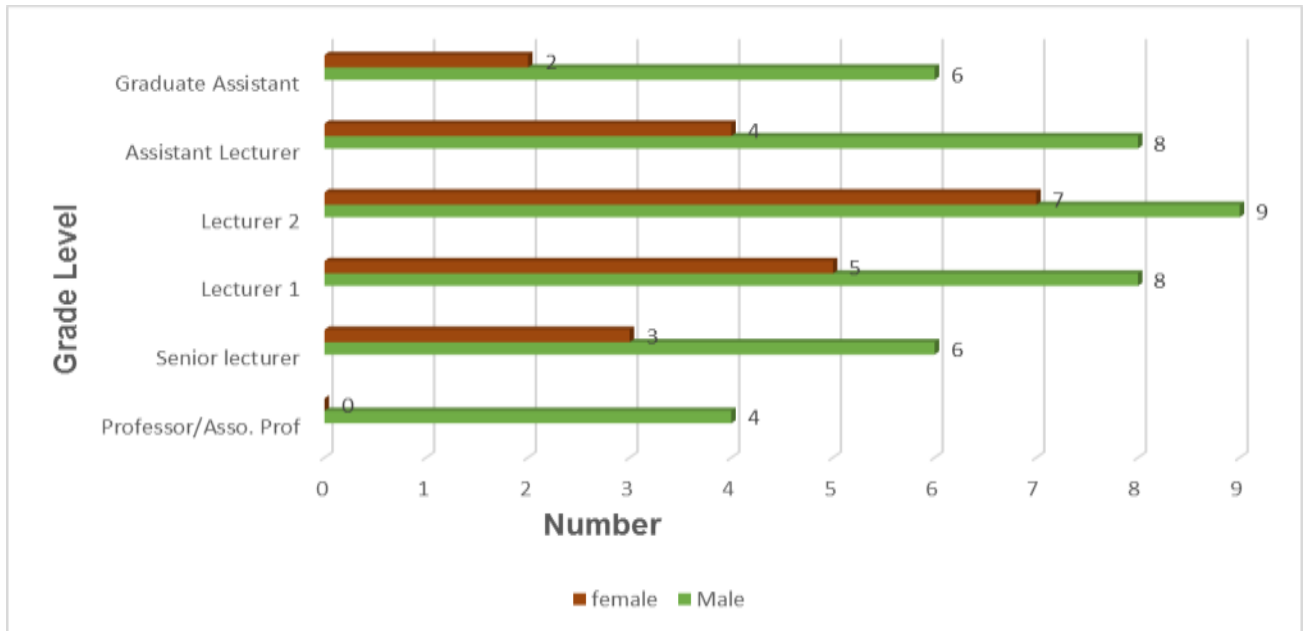


Fig 1: Sample distribution according to grade level and gender.

Research Instrument

The research instrument that was used for the study was a questionnaire developed by the researcher and tagged “Development of Soft Skill through Physics Education Programme” (DSSPEP). The DSSPEP consisted of two sections A and B. Section A addressed the background information of the participants that includes grade level or position, sex and school type. Section B contains 15 closed-ended structured questions which was presented to elicit response from the respondents. The research instrument was validated by three experts in measurement and evaluation and was further subjected to reliability testing using the test-retest method. DSSPEP was administered to 10 academic staff of Physics education that were not part of the study on two occasions in an interval of three weeks. The data obtained was further analyzed using the Pearson Product Moment Correlation Co-efficient and a reliability co-efficient index of 0.85 was obtained making the instrument 85% reliable.

Method of Data Analysis

The data obtained from the participants was analyzed using the mean, standard deviation, frequency count, percentage, bar charts for the research questions while t-test at 0.05 level of significance was used to test the hypothesis.

RESULTS

Research question 1: *What is the extent of preparation of pre-service teachers’ acquisition of soft skills through the Physics Education Programme (PEP) conventional tertiary institutions?*

q1: *To what extent pre-service teachers’ acquire soft skills through the Physics Education Programme?*

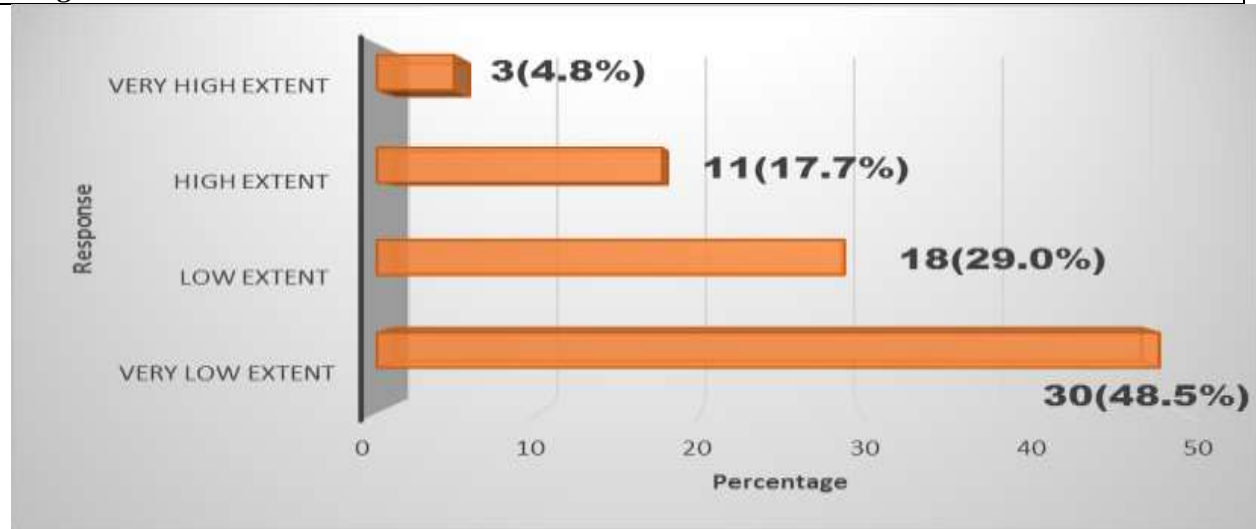


Figure 2: Extent of pre-service teachers’ soft skill development

The result in Figure 2 revealed the responses of Academic staff of Physics Education Programme in Tertiary institutions in south-south geographic region, Nigeria. It was shown that 3(4.8%) and 11(17.7%) of the participant opined that the extent of pre-service teachers development of soft skills for future success in the world of work is high as they pass through the Physics Education Programme (PEP). However, 18(29.0%) and 30(48.5%) mentioned that pre-service teachers development of soft skill for future success in the world of work is low. Further analysis indicated that while 14(22.5%) opined the extent pre-service teachers development of soft skills for future success in the world of work is high, 38(77.5%) lamented that pre-service teachers development of soft skills through the Physics Education Programme (PEP) is low. The findings of the study therefore revealed that the Physics Education Programme (PEP) do not adequately prepare pre-service teachers for the development of soft skills.

q2: Extent of pre-service teachers' soft skill development in the Physics Education Programme? (response based on grade level)

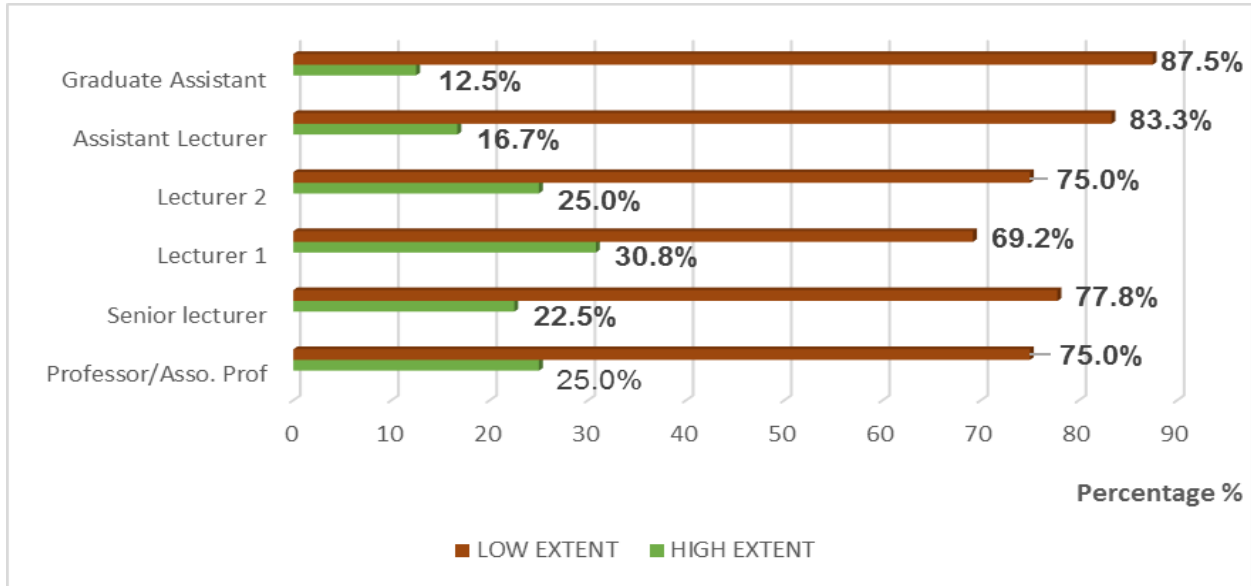


Figure 3: Analysis of Academic staff response based grade level

Figure 3 reveal a breakdown analysis of academic staff response based on their grade levels in Physics Education Programme (PEP) concerning the extent to which conventional tertiary institution Physics Education Programme prepare pre-service teachers for acquisition of soft skills required for success in future world of work. At the professorial cadre, 3(75%) opined that the Physics Education Programme (PEP) is not adequate in preparing pre-service teachers for acquisition of soft skills required for success in future world of work while 1(25%) is of the contrary view. In same line, 7(77.8%) of the senior lecturers orated that believed that PEP is inadequate for development of soft skills for pre-service teachers while 2(22.5%) disagree. In the other cadre, Lecturer 1, Lecturer 2, Assistant lecturer and Graduate Assistant, [9(69.2%), 12(75.0%), 10(83.8%) and 7(87.5)] lamented that there is inadequacy of soft skill development in PEP respectively, while Lecturer 1, Lecturer 2, Assistant lecturer and Graduate Assistant [4(30.8%), 4(25.0%), 2(16.7%) and 1(12.5%)] opined that PEP is adequate for development of soft skills for pre-service teachers. The findings of the study therefore indicated that more academic staff by grade level emphasized that Physics Education Programme (PEP) is not adequate in preparing pre-service teachers for acquisition of soft skills required for success in future world of work.

q3: Extent of pre-service teachers' soft skill development in the Physics Education Programme? (response based on grade level and gender)

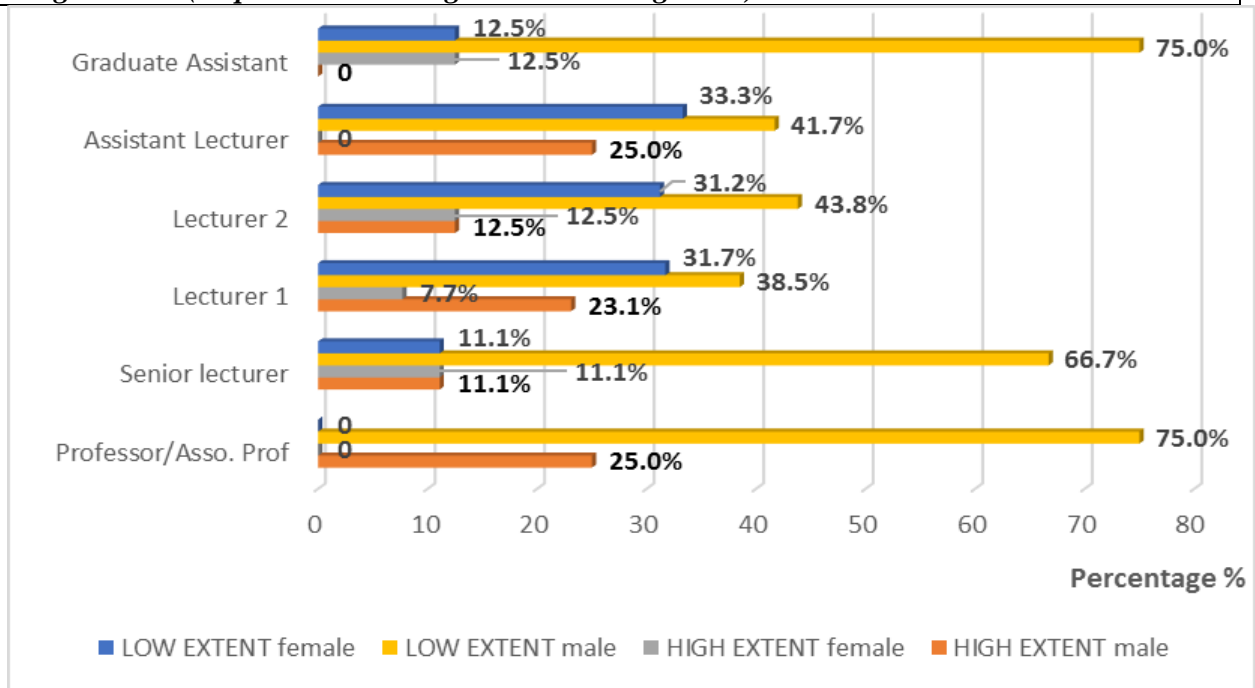


Figure 4: Analysis of Academic staff response based grade level and gender

Figure 4 showed the analysis of academic staff response on the extent conventional tertiary institution Physics Education Programme prepares pre-service teachers for acquisition of soft skills required for success in future. From the result, it was revealed that more male academic staff in all grade levels opined that the PEP is not adequate in promoting the acquisition of soft skills for pre-service teachers than their female counterpart.

Research question 2: *What are the ways of ensuring soft skill development through Physics Education Programme (PEP) in conventional tertiary institutions?*

Table 3: Analysis of academic staff response on ways of soft skill development

s/n	Item statement	University Lecturers N = 25			C.O.E lecturers N = 37		
		x	std	Decision	x	std	Decision
1.	Training and orientation of academic staff on implementation of soft skills in the Physics Education Programme.	3.92	0.86	Agreed	3.77	0.69	Agreed
2.	Development of evaluation and assessment template in measuring level of soft skills attainment by pre-service teachers.	3.63	0.88	Agreed	3.81	0.72	Agreed
3.	Development and utilization of the integrated soft skills training module for Physics Education Programme.	3.57	0.58	Agreed	3.66	0.63	Agreed
4.	Soft skill acquisition be assessed during Pre-service teachers teaching practicum.	3.84	0.77	Agreed	4.01	0.63	Agreed
5.	Engaging pre-service teachers on task based and problem-solving activities.	3.76	0.73	Agreed	3.59	0.71	Agreed
6.	Learning should be assessed through interactive evaluations that demand real-world demonstrations of learning.	3.61	0.64	Agreed	3.78	0.68	Agreed
7.	Assigning group exercises that give pre-service teachers the opportunity to speak, listen, write, organize, and lead.	3.77	0.72	Agreed	4.20	0.81	Agreed
8.	Integrating teaching techniques that are in consonance for effective development of soft skills	3.85	0.78	Agreed	3.78	0.67	Agreed
9.	Inculcating the understanding of professional and ethical responsibilities to pre-service teachers.	3.61	0.63	Agreed	3.92	0.74	Agreed
10.	Creating opportunities for pre-service teacher to function on multi-disciplinary teams.	3.53	0.59	Agreed	3.77	0.68	Agreed
11.	Promoting social-emotional intelligence in the real world and life-long learning.	3.83	0.87	Agreed	3.71	0.64	Agreed
12.	Engaging pre-service teachers on reflective practices through the Dialogue Seminar.	3.90	0.76	Agreed	3.82	0.77	Agreed
Aggregate mean		3.74	0.73	Agreed	3.81	0.65	Agreed

Source: Researcher's field work, 2019.

Table 3 revealed the response of academic staff based on school type on ways of ensuring soft skill development through Physics Education Programme (PEP) in conventional tertiary institutions. It was shown that both academic staff of PEP in the Universities [$x = 3.74$, $std = 0.73$] and Colleges of Education [$x = 3.8$, $std = 0.65$] opined that the item statements posited are ways of ensuring soft skill development through Physics Education Programme (PEP) in conventional tertiary institutions.

Hypothesis

There is no significant difference between the mean value responses of academic staff of Universities and Colleges of Education on ways of ensuring soft skill development through Physics Education Programme (PEP) in conventional tertiary institutions.

Table 4: t-test comparison of academic staff of Universities and Colleges of Education on ways of ensuring soft skill development

		Levene's Test for Equality of Variances				t-test for Equality of Means			95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.476	.493	1.523	60	.133	2.14919	1.41117	-.67358	4.97196
	Equal variances not assumed			1.457	43.657	.152	2.14919	1.47462	-.82338	5.12175

Source: Researcher's fieldwork, 2019.

Table 4 showed the summary of degree of freedom and *p*-value of the t-test analysis comparing the responses of academic staff of Universities and Colleges of Education on ways of ensuring soft skill development through Physics Education Programme (PEP) in conventional tertiary institutions. Since $t(60) = 1.523$, $p = 0.133$, at 0.05 level of significance, the null hypothesis is retained which implies that there is no significant difference between the mean value responses of academic staff of Universities and Colleges of Education on ways of ensuring soft skill development through Physics Education Programme (PEP) in conventional tertiary institutions.

DISCUSSION OF FINDINGS

The concern in Nigeria today is the issue of unemployment and importantly lack of quality among teachers which is mostly derived from the notion that teachers do not adequately acquire soft skills during their training in tertiary institutions of learning. Consequently, the Physics Education Programme is faced with how best to ensure that graduates from the programme are relevant in terms of content knowledge, practical skills abilities and acquisition of soft skills which are fundamental in gaining employment. The study extensively focused on adequacy of soft skills development in Physics Education Programme (PEP) in conventional tertiary institutions in South-South, Nigeria. The findings of the research indicated that the Physics Education Programme (PEP) do not adequately prepare pre-service teachers for the development of soft skills in facing the challenges in the world of work. Supporting the findings of this work, Tang, Hashimah and Nor (2014) in their study found out that novice teachers (teachers with less experience on the job) were concerned about the inadequacy of soft skills acquired in their teacher training programmes which has implications in their place of work.

Schulz (2008) suggested that teacher education programmes should be structured such that the educators should actively practice soft skills with their students so as to raise their awareness on the significance of soft skills. Hector and Robles (2017) in their study founded out that there is a significant relationship between teachers' soft skills proficiency level and school performance. This implies that higher level of soft skills proficiency tends to improve the school performance. Pachauri and Yadav (2013) asserted that a cautious designed and comprehensively organized curriculum should be focused on the development of human capital. Therefore, tertiary institutions of learning should meet up with the expectations of the society and the nation at large by producing human capital that are acquainted soft skills. The study also suggested ways of ensuring integration of soft skills into the PEP in tertiary institutions. Onabamiro, Onuka and Oyekanmi (2014) commented that deliberate awareness campaign should be engaged to sensitize both academic staff and students on the essence of soft skills in prospects of employability.

CONCLUSION

Understanding the essence of soft skill development in the presence of competitive nature of employment and the role in which the tertiary institutions of learning play in building relevant and competent human capital for social and economic growth cannot be overemphasized. The preparation of pre-service teachers for successful teaching careers in a fundamental objective for every educational programme. However, most educational program like the Physics Educational Programme (PEP) do not comprehensively cover those soft skills that are currently needed by employers or school administrator. Conclusively, it is hoped that seeing the importance of soft skill as evidently shown by the outcome of this research most institutions having Physics Educational Programme (PEP) will initiate projects and systems for the development of these skills in ensuring the production of “full baked graduate”.

RECOMMENDATION

1. Policy makers, stakeholders and educators involved in Physics Educational Programme (PEP) should frame achievable policies to integrate the processes of teaching and assessing students' extent of soft skills acquisition.
2. Review of the Physics Educational Programme (PEP) in consultation with administrators of secondary schools and A'Level Physics programmes and other stakeholders should be mandatory focusing on the development competent physics teachers.

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