

# Validation of Modified Soft Skills Assessment Instrument (MOSSAI) for use in Nigeria

By

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## Abstract

*It has become an accepted norm nearly all over the globe to teach and assess soft skills. However, in Nigeria, it is an emerging area of interest that needs to be addressed squarely. In the light of the fore-going this study intends to validate a Modified version of Assessing Soft Skills (MASS) (an instrument that was developed and used by twenty European researchers from five countries), for use in the Nigeria setting. Thus, it was administered on a sample randomly selected from the northern and southern parts of Nigeria. The design for the study was survey. The 15-point instrument was administered on 600 participants each from the Northern and Southern parts of Nigeria. This instrument also includes method for teaching and assessing soft skills. The resulting data were analyzed using factor analysis for section B of the instrument, mean and standard deviation for sections C and D. Result shows that the soft skills needed for enhanced performances in workplace are teachable and examinable in Nigerian educational system. It is therefore recommended that the examining bodies should consider adapting the instrument for use in Sub-Saharan Africa.*

**Keywords:** Soft Skills, Teaching of Soft Skills, Soft Skills Assessment, and Strategies for Assessing Soft Skills.

## **Introduction**

There is no doubt that there are skills and abilities necessary for success in life. Such skills and behavioral competences are often latent in nature yet they are required in successful life endeavour. Hence, the term “soft skills” is used to differentiate them from technical or hard skills which could be acquired from formal academic settings. Curtis (2010) and Talavera & Perez-Gonzalez (2007) described Soft Skills as skills or abilities individuals need in order to achieve success in life, within the context of their socio-cultural milieu, through adaptation to, shaping of, and selection of environments. To Kechagias (2011), soft skills are intra and inter-personal or socio-emotional skills, essential for personal development, social participation and workplace success. They include such skills as ability to work on multi-disciplinary teams, communication, cultural awareness and expression, diligence, adaptability and honesty among others.

For Bunk (1994), the typology of soft skills could be explained from three major perspectives. These include the capacity for social adaptation, a disposition for cooperation, and team spirit while Boyatzis, Goleman & Rhee (2000) assert that these skills could be summarized into a series of twenty (20) skills which are categorized into four general blocks: emotional self-awareness, self-management or self-government (self-control), social awareness (empathy), and management of social relations skills. This typology was later reviewed by Petrides & Furnham (2001) and Goleman (2006) with a list of fifteen (15) most important socio-emotional dimensions of soft skills which include adaptability, assertiveness, emotional assessment of oneself and of others, emotional expression, the emotional management of others, emotional regulation, low impulsiveness, the skills required to form relationships, self-esteem, self-motivation, social skill, stress management, empathy, happiness and optimism.

The importance of such skills in personal development for effective performance of one’s task has necessitated the advocacy for the teaching and assessing of soft skills in a formal school setting. Discussing the teaching of soft skills, two different schools of thought were identified by Kechagias (2011). These are the ‘generalists’ and the ‘specifists’. To the generalists, soft skills are seen as generic which can be taught separately from content and applied to any discipline. However to the specifists, soft skills could not be taught as one-shot inoculation of skill development but to be embedded into each course or subject since knowledge is fundamentally situated. These schools of thought are mirrored after the two approaches for teaching soft skills – Built-in or Integrated Approach and Bolted-on or Separate Approach as explained by Dawe (2002: 31). In consonance with these approaches, twenty European researchers (3 from UK, 5 from Greece, 4 from Sweden, 3 from Romania and 5 from Netherland) described the teaching approaches as Autonomous Teaching or Stand-Alone Approach and Intermixed Teaching or Embedded Approach.

A fifteen-item soft skills assessment instrument was developed by the twenty European researchers which has formed the basis for the assessment of soft skills in Europe. The fifteen-item soft skills assessment include: manners, ownership of tasks, attendance, motivation, professionalism, work output, conduct in workplace, time keeping, verbal communication, organization/planning, team working/respect, helping others, conscientiousness, ability to ask for help and adaptability/flexibility.

## **Statement of Problem**

Despite the popularity of teaching and assessment of soft skills in the Western world, the

formalization of the concept in African school setting is yet to be embraced. Some African scholars see soft skills as too inherent to be teachable and examinable while others believe they are teachable but not examinable. Another impediment to the formalization of socio-emotional skills education has to do with appropriate methods for teaching and assessing soft skills. This paper is therefore aimed at seeking the stakeholders' views about the appropriate methods for teaching and assessing soft skills in Nigerian educational system. This paper, therefore validated a modification of the instrument developed by the European researchers for the measuring and assessing soft skills in Europe and also investigated its usability in the Nigerian context.

### **Research Questions**

In order to address the problem identified about the beliefs of African educational researchers, the following questions have been raised as the basis for this study:

1. What is the exploratory factor model of the Modified Assessment of Soft Skills (MASS) instrument?
2. Is the MASS adaptable to the teaching and assessment methods used in Nigerian Schools?

### **Methodology**

The study was designed as a survey. The population of the study was made up of teaching personnel from both the private and public schools registered by National Business and Technical Examinations Board (NABTEB), Nigeria. Multi-stage sampling technique was adopted in selecting 1200 respondents for this study. Out of six geo-political zones in Nigeria, four were randomly selected - Two geopolitical zones each from northern and southern parts. Two States were randomly selected from each of the four geopolitical zones. In each of the States, eight schools of both public and private were randomly selected. Each school has 25 participants randomly selected. Thus, a total of forty-eight schools were used comprising thirty-five (35) technical schools (public) and thirteen (13) private schools of 825 and 375 participants respectively. Thus, there were 683 male teachers and 517 female teachers altogether.

**Instrumentation:** Based on the 15-point Measuring and Assessment of Soft Skills (MASS) designed by 20 European researchers as earlier mentioned (See appendix I for details), the researchers of this study drafted 63 variables to form the Modified Soft Skills Assessment Instrument (MOSSAI) for the use of Nigeria (See appendix II for details). Section A of the new MASS has to do with personal data of the respondent in terms of name of school and gender. The 63 variables served as section B of new MOSSAI for this study while sections C and D focused on methods of teaching and assessing soft skills respectively. The statistics employed for analysis of the data obtained from section B of the instrument was Exploratory Factor Analysis (EFA) for validity coupled with cronbach alpha for reliability sake. The initial reliability of the 63 variables was 0.968 which undergone factor analysis process with orthogonal rotation to produce 5-factor model of 50 content areas for final version (See Appendix III for details) The reliability of the final version was 0.961. The names given to the subscales of the 5-factor model with their reliability coefficients are commitment to duty (0.908), attending to responsibilities (0.925), adaptability (0.901), resources management skills (0.801) and motivation (0.791). For sections C and D of the new MASS instrument, mean and standard deviation were used to analyse the responses of the respondents. Data from a mean of 2.5 and above were accepted while others below 2.5 were rejected.

## Results and Discussion

### Research Question One

What is the exploratory factor model of the Modified Assessment of Soft Skills (MASS) instrument?

**Table 1a: Table Showing the Communalities of the Extracted Factors**

Variable	Initial	Extraction	Variable	Initial	Extraction	Variable	Initial	Extraction
var1	.560	.629	var22	.471	.384	var43	.546	.554
var2	.356	.330	var23	.535	.474	var44	.488	.538
var3	.402	.358	var24	.386	.337	var45	.552	.517
var4	.405	.364	var25	.463	.448	var46	.560	.554
var5	.457	.416	var26	.429	.389	var47	.539	.555
var6	.467	.466	var27	.516	.613	var48	.465	.466
var7	.398	.365	var28	.538	.586	var49	.582	.531
var8	.460	.460	var29	.411	.380	var50	.565	.526
var9	.426	.404	var30	.485	.514	var51	.588	.599
var10	.406	.384	var31	.500	.608	var52	.589	.647
var11	.593	.842	var32	.524	.566	var53	.531	.580
var12	.405	.396	var33	.465	.440	var54	.507	.493
var13	.500	.577	var34	.535	.566	var55	.579	.577
var14	.468	.566	var35	.628	.681	var56	.532	.550
var15	.432	.455	var36	.564	.576	var57	.521	.514
var16	.399	.334	var37	.579	.582	var58	.486	.469
var17	.508	.491	var38	.591	.592	var59	.525	.512
var18	.531	.466	var39	.513	.499	var60	.577	.590
var19	.535	.448	var40	.512	.448	var61	.623	.614
var20	.805	.864	var41	.507	.443	var62	.606	.555
var21	.443	.411	var42	.562	.542	var63	.812	.907

Extraction method: Maximum likelihood

**Table 1b: KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.965
Bartlett's Test of Sphericity	Approx. Chi-Square	40692.753
	Df	1953
	Sig.	.000

**Table 1c: Total Variance Explained**

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	21.416	33.994	33.994	20.495	32.531	32.531	7.784	12.356	12.356
2	3.234	5.133	39.127	2.088	3.314	35.845	7.047	11.185	23.541
3	2.525	4.008	43.135	2.307	3.661	39.506	4.827	7.662	31.204
4	1.649	2.617	45.753	1.611	2.557	42.063	2.466	3.914	35.118
5	1.564	2.483	48.236	1.427	2.265	44.329	1.915	3.040	38.158
6	1.332	2.115	50.351	.978	1.553	45.882	1.791	2.842	41.000
7	1.295	2.056	52.407	.907	1.439	47.321	1.617	2.566	43.566
8	1.185	1.881	54.288	.833	1.322	48.644	1.549	2.458	46.025
9	1.123	1.782	56.070	.687	1.091	49.735	1.541	2.446	48.471
10	1.091	1.731	57.801	.641	1.018	50.753	1.332	2.114	50.585
11	1.044	1.657	59.458	.568	.902	51.655	.674	1.070	51.655
12	.966	1.533	60.991						
13	.934	1.482	62.473						
14	.858	1.363	63.836						
15	.832	1.321	65.156						
16	.807	1.281	66.437						
17	.791	1.256	67.693						
18	.745	1.183	68.876						
19	.713	1.132	70.008						
20	.703	1.116	71.124						
21	.699	1.110	72.233						
22	.691	1.096	73.330						
23	.652	1.035	74.365						
24	.629	.998	75.362						
25	.625	.992	76.355						
26	.603	.957	77.311						
27	.589	.935	78.246						
28	.576	.914	79.160						
29	.570	.905	80.065						
30	.550	.874	80.938						
31	.532	.844	81.782						
32	.522	.829	82.611						
33	.513	.814	83.425						
34	.494	.784	84.209						
35	.485	.770	84.979						
36	.483	.767	85.746						
37	.474	.753	86.499						
38	.472	.749	87.248						
39	.449	.713	87.961						
40	.438	.695	88.657						
41	.413	.655	89.312						
42	.409	.649	89.960						
43	.396	.628	90.588						

44	.390	.618	91.207								
45	.380	.604	91.810								
46	.374	.593	92.403								
47	.369	.585	92.989								
48	.347	.550	93.539								
49	.340	.540	94.078								
50	.330	.524	94.602								
51	.324	.514	95.116								
52	.321	.509	95.625								
53	.313	.497	96.122								
54	.299	.474	96.596								
55	.286	.454	97.050								
56	.282	.447	97.497								
57	.267	.423	97.920								
58	.263	.417	98.338								
59	.256	.406	98.743								
60	.245	.390	99.133								
61	.226	.359	99.492								
62	.215	.341	99.833								
63	.105	.167	100.000								

Extraction Method: Maximum Likelihood.

Table 1d: Table Showing the Scree Plot

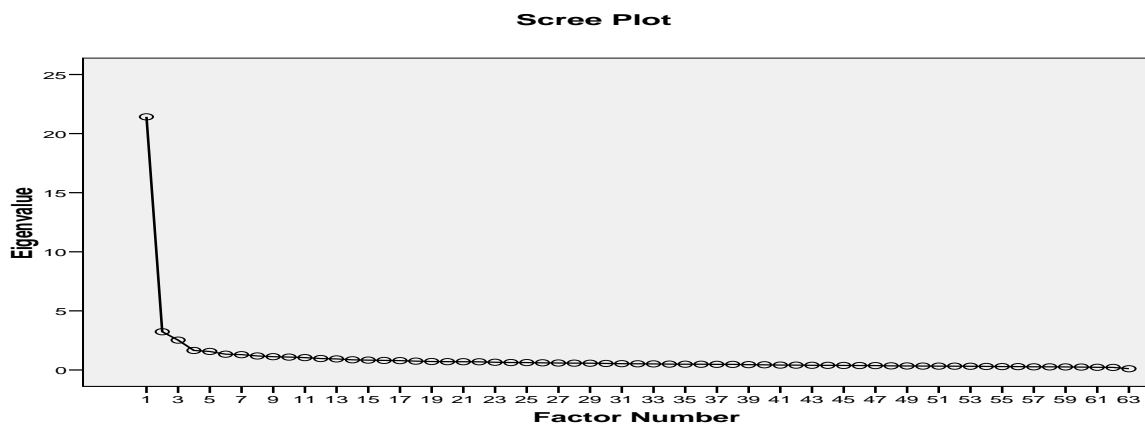


Table 1e: Table Showing the Rotated Factor Matrix

	Factor											
	1	2	3	4	5	6	7	8	9	10	11	
var6	.626											
var8	.593											
var17	.589											
var23	.571											
var18	.567											

var19	.566								
var9	.564								
var5	.552								
var7	.547								
var2	.499								
var21	.494								
var10	.491								
var25	.490								
var3	.479								
var4	.465								
var22	.448								
var24	.446								
var16	.441								
var44		.661							
var43		.649							
var46		.629							
var42		.626							
var45		.622							
var47		.612							
var40		.546							
var41		.536							
var49		.533							
var48		.522							
var51		.478						.454	
var50		.466							
var37		.459				.437			
var38		.421							
var39		.403							
var55			.596						
var61			.596						
var60			.595						
var56			.587						
var57			.549						
var59			.547						
var54			.545						
var62			.526						
var58			.494						
var31				.720					
var32				.652					
var30				.608					
var33				.440					
var14					.636				
var13					.612				
var15					.476				
var12					.410				
var27						.682			
var28						.620			
var26									
var29									

var35	.420					.566			
var36	.432					.486			
var34	.420					.480			
var11							.841		
var1							.714		
var63		.412						.768	
var20								.746	
var52	.417								.544
var53									.520

Extraction Method: Maximum Likelihood

Rotation Method: Varimax with Kaiser Normalization

a. Rotation converged in 8 iterations.

**Table 1f: Table showing factor loading for rotated factors, eigenvalues and percentage of the five-factor model in new MASS**

Item No	Factor					Final Communality Estimate
	1	2	3	4	5	
1	.63					.466
2	.59					.460
3	.59					.491
4	.57					.474
5	.57					.466
6	.57					.448
7	.56					.404
8	.55					.416
9	.55					.365
10	.50					.330
11	.50					.411
12	.49					.384
13	.49					.448
14	.48					.358
15	.47					.364
16	.45					.384
17	.45					.337
18		.66				.334
19		.65				.538
20		.63				.554
21		.63				.554
22		.62				.542
23		.61				.517
24		.55				.555
25		.54				.448
26		.53				.443
27		.52				.531
28		.48				.466



29		.47				.599
30		.46				.526
31		.42				.582
32		.40				.592
33			.60			.499
34			.60			.577
35			.60			.614
36			.59			.590
37			.55			.550
38			.55			.514
39			.55			.512
40			.53			.493
41			.49			.555
42				.72		.469
43				.65		.608
44				.61		.566
45				.44		.514
46					.64	.440
47					.61	.566
48					.48	.577
49					.41	.455
50					.64	.396
Eigen values	21.416	3.234	2.525	1.649	1.564	
Percentage of variance	33.994	5.133	4.008	2.617	2.483	

Table 1a presents the table of communalities before and after extraction which indicate how much variance in each variable of this study is explained by the analysis. Table 1b shows Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy. As a measure of factorability, the KMO is 0.965. The Bartlett's test of Sphericity indicates that the data is probably factorable and here it is significant ( $p < .05$ ). Table 1c depicts the total variance for factor solution in this study. The table presents the eigenvalues before extraction and after rotation to have sums of squared loadings and rotation sums of squared loadings respectively. In this study, the first eleven factors with eigenvalues greater than 1 accounted for 51.7% Table 1d presents the Scree plot which is the graph of how the eigenvalues coordinates with the factors. Table 1e shows rotated factor matrix while table 1f presents factor loading for rotated factors, eigenvalues and percentage of the five-factor model in new MOSSAI

### Discussion:

Factor analysis was conducted for this study to determine what if any underlying common psychological constructs exist for measures in the Modified Soft Skills Assessment Instrument (MOSSAI) based on the responses of the sampled participants for this study. Certain steps have been taken by the researchers to achieve this golden objective. Apart from the sample size, factorability of the correlation coefficient and tests of KMO Measure of Sampling of Adequacy and Bartlett's test of Sphericity and communalities for suitability of data in this study, the number of reliable and interpretable factors to retain was considered by means of eigenvalues, amount of total variance, scree plot, residuals and assessment of model fit.

Kerlinger and Lee (2000) and Mertler and Vernnata (2005) agree with the steps for retaining reliable factors. They assert that only those components (factors) whose eigenvalues are greater than 1 should be retained. 11 variables have eigen values that exceed the criterion value of 1.00. The feasibility of at least 70% of the total variability was not attained in this study due to the sample size. However, the total variance accounted for was 51.7%. The Scree plot at its sharp bent in relation to eigen values produced was inspected coupled with rotated factor matrix yielded a 5-factor result in this study. As a function of factor analysis, the correlation coefficient between observed and reproduced coefficients determines the residual for achieving the fit of the model created by the factors. Due to the enlargement of the table of reproduced coefficient, the footnote below it is an indication to know whether the model is fit. For this study therefore, the SPSS declares that there are 48 (2.0%) non-redundant residuals with absolute values greater than 0.05. By implication, the model for this study has a good fit. In the interpretation of the identified five-factor, the researchers named them as commitment to duty, attending to responsibilities, adaptability, resources management skills and motivation. Having interpreted the five-factor, cronbach alpha was calculated to estimate internal consistency and reliability of the scores in the five factors.

### Research Question Two

Is the MASS adaptable to the teaching and assessment methods used in Nigerian Schools?

**Table 2a: Mean rating and standard deviation of methods of teaching soft skills**

S/N	METHODS OF TEACHING SOFT SKILLS	MEAN	STANDARD DEVIATION	REMARK
1.	Direct instruction	2.52	.603	Accept
2.	Demonstration method	2.57	.574	Accept
3.	Lecture method	2.19	.747	Reject
4.	Discussion method	2.72	.699	Accept
5.	Simulation method	2.50	.625	Accept
6.	Rote memorization	2.16	.759	Reject
7.	Self discovery method	2.52	.656	Accept
8.	Questioning method	2.51	.639	Accept
9.	Interviewing method	2.54	.644	Accept
10.	Project approach	2.52	.661	Accept
11.	Mapping method	2.11	.688	Reject
12.	Cooperative learning	2.54	.622	Accept
13.	Reflection	2.51	.662	Accept
14.	Pictorial method	2.38	.681	Reject

**Table 2b: Mean rating and standard deviation of methods of assessing soft skills**

S/N	METHODS OF ASSESSING SOFT SKILLS	MEAN	STANDARD DEVIATION	REMARK
1.	Objective tests	2.53	.616	Accept
2.	Essay tests	2.55	.594	Accept
3.	Practical tests	2.59	.598	Accept
4.	Speed tests	2.10	.726	Reject
5.	Checklists	2.51	.660	Accept

6.	Questionnaires	2.53	.674	Accept
7.	Interviews	2.25	.693	Reject
8,	Rating scales	2.52	.656	Accept
9.	Observations	2.55	.635	Accept
10.	Portfolios	2.04	.733	Reject
11.	Assignments	2.47	.644	Accept

Table 2a above depicts the responses of the respondents toward appropriate methods of teaching soft skills in the new MASS instrument. Out of the fourteen perceived methods, only ten were approved by the respondents for this study. In terms of rating, the highest rated method of teaching is the discussion method with a mean of 2.71 and standard deviation of 0.699 while the least rated one is the simulation method which has a mean of 2.50 and standard deviation of 0.625. From Table 2b, out of eleven perceived methods of assessing soft skills, eight received acceptance. Practical tests serve as the most rating assessment method with a mean of 2.59 and standard deviation of 0.598 while the least among the ratings is assignment which has a mean of 2.47 and standard deviation of 0.644

The findings of this study revealed agreement among the respondents on certain appropriate teaching and assessment methods for soft skills in the new MASS instrument. Such teaching methods include: Discussion, demonstration, interviewing, direct instruction, self discovery, project approach, cooperative learning, questioning, reflection and simulation. As latent traits in an individual for achieving success in life, soft skills require different teaching methods for individuals to be aware of themselves.

In the same vein, assessment methods agreed upon are practical tests, essay tests, observations, objective tests, questionnaires, rating scales, checklists, and assignments. These assessment methods agree with the study of Curtis (2004, 2010) who categorizes soft skills assessment methods into standardized assessment (multiple-choice or short-structured items) are provided for examinees' responses), common assessment tasks (where tasks not tests are designed to provide opportunities for examinees to demonstrate and/or develop constructs intended to be assessed), performance assessments (a type of testing that calls for demonstration of understanding and skill in applied, procedural or open-ended settings), teacher/holistic judgment (where thorough, frequent and close observation of the teacher or supervisor is required) and portfolio assessment (where individual examinee is made to select and aggregate the evidence of his/her own achievement of particular skills).

## **Conclusion**

In this paper efforts have been made to examine the teach-ability and examinability of modified soft skills in Nigeria. The results of this study had shown that out of the fifteen identified soft skills by the five European countries, only five are suitable to be taught and examined in Nigerian context. These include commitment to duty, attending to responsibilities, adaptability, resources management skills and motivation. The study was able to identify fifty content areas that can be taught under the five concepts.

Based on the findings from this study, these five skills have been proven teachable using such methods as direct instruction, demonstration, discussion, simulation, self discovery, questioning, interviewing, project, cooperative learning and reflection methods. In the same manner, the study had revealed that the five soft skills can be examined using objective tests,

essay tests, practical tests, checklists, questionnaires, rating scales, observations and assignments. Other methods including speed tests, interview and portfolios are inappropriate and unsuitable for the examination of soft skills in Nigerian school system.

### **Recommendation**

The design and development of Modified Soft Skills Assessment materials on the five teachable and examinable areas should be given a considerable attention while the Nigerian Educational Research and Development Council (NERDC) should design curriculum for the subject covering the fifty content areas identified in this study. Following these arrangements, the Nigerian schools as well as others in Sub-Saharan Africa are encouraged to start teaching and assessment of the subject on stand-alone basis.

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## APPENDIX I:

### SOFT SKILLS INCLUDED IN ASSESSMENT OF SOFT SKILLS (MASS) MATERIALS BY 20 EUROPEANS RESEARCHERS

Soft Skill	Other words that mean the same thing	Examples of when this soft skill is used
Manners	Politeness, consideration, courtesy	Saying thank you, holding doors open for others, asking permission to do things etc
Ownership of tasks	Responsibility, duty, dependability	Making sure tasks are done properly, turning up on time for meetings, working in partnership with others and doing your role so they can do theirs etc
Attendance	Turning up, coming in, appearing	Arriving on time for meetings and for work. Making sure you keep people informed regarding your attendance or availability.
Motivation	Incentive, inspiration, drive, impulse	Taking on new challenges, working hard to achieve goals, thinking of new ways to do things
Professionalism	Competent, skilful, dedicated	Working to a high standard, being consistent in attitude (not allowing emotions or personalities to influence you)
Work output	Activity, productivity, production	Meeting deadlines and standards for work. Producing products to target.
Conduct in workplace	Behaviour, attitude, maturity	Respecting others, not playing games when you should be working etc
Timekeeping	On time, not late	Arriving for work or meetings on time, leaving at the right time
Verbal Communication	Talking, Consulting, meetings, discussing	Using the right tone of voice and words when speaking with colleagues etc
Organisation/ planning	Preparation, scheduling, arranging	Having all required resources to hand, thinking jobs through, arriving on time, meeting deadlines etc
Team-working/ Respect	Esteem, valuing others, helping others, consideration	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
Helping others	Supporting, offering, training	Giving up some of your time to support those who are struggling or need help to meet a deadline
Conscientiousness	Careful, meticulous, thorough, hard working	Paying attention to detail, accurate work, making sure you do what you are paid to do
Ability to ask for help	Admitting own limitations, confidence, courage	Asking colleagues to show you how to do something or to help you complete a task on time etc
Adaptability/ Flexibility	Compliance, accepting change	Taking on new challenges, accepting changes to rules and conditions, staying late to finish urgent tasks etc

**Source: Culled from teaching and assessing soft skills by K. Kechagias (2011) pages 83 and 84**

**APPENDIX II: ORIGINAL DRAFT**

**NATIONAL BUSINESS AND TECHNICAL EXAMINATIONS BOARD (NABTEB)  
BENIN CITY**

Dear Respondent,

This instrument is designed to elicit relevant information from you on “Validation of Modified Soft Skills Assessment (MOSSAI) for use in Nigeria. The essence is to provide useful information for decision making on inclusion of soft skills in the school curriculum.. The instrument is purely for academic purposes. Please note that your responses would be treated with utmost confidentiality. Thanking you in anticipation for your favourable response.

**SECTION A (PERSONAL PROFILE)**

Please respond by placing a tick ( ✓ ) where appropriate.

1. Name of School.....
2. Type of School:    Public     Private
3. Gender            Male             Female

SECTION B Below are statements that address some selected soft skills which you are to respond to in the form of rating scale with Very Teachable (VT), Teachable (T), Fairly Teachable (FT) and Not Teachable (NT). Please read carefully each of the under-listed statements and respond by placing a tick ( ✓ ) that best suits each of the statement along the continuum.

S/N	SOFT SKILLS	VT	T	F	NT
1.	Readily accepting responsibilities				
2.	Zealous in performing one’s duties				
3.	Creativity in the job				
4.	Delegating duties to right persons				
5.	Diligence in supervision				
6.	Punctuality at work				
7.	Enthusiasm at work				
8.	Moral integrity on the job				
9.	Devotion to duty				
10.	Eager to learn				
11.	Goals setting				
12.	Job security				
13.	Job enlargement				
14.	Job rotation				
15.	Reinforcement				
16.	Mastery of job content				
17.	Being readily available at work				
18.	Efficiency				
19.	Effectiveness				
20.	Time management				

21.	Good work ethics				
22.	Observance of school rules and regulations				
23.	Loyalty to duty				
24.	Patience at work				
25.	Contentment				
26.	Speaking				
27.	Reading				
28.	Writing				
29.	Body language				
30.	Quantity of resources				
31.	Quality of resources				
32.	Allocation of resources				
33.	Implementation				
34.	Supervision				
35.	Coordination				
36.	Evaluation				
37.	Feedback				
38.	Tolerance				
39.	Cooperation				
40.	Leadership style				
41.	Followership traits				
42.	Administrative support				
43.	Operational support				
44.	On the job training				
45.	Mentoring				
46.	Providing feedback				
47.	Insightfulness				
48.	Recall				
49.	Turn challenges to opportunities				
50.	Turn weaknesses to strength				
51.	Seek for improved knowledge				
52.	Seek for advice				
53.	Polite requests				
54.	Confidence in the ability of others				
55.	Embracing changes				
56.	Observance of ser goals				
57.	Observance of new rules and regulations at workplace				
58.	Embracing new knowledge				
59.	Perseverance				
60.	Fact finding				
61.	Carefulness				
62.	Diligence				
63.	Admitting one's own limitations				

### SECTION C

Below are suggested methods of teaching the above selected soft skills. Please indicate in the form of Very appropriate (VA), Appropriate (A), Not Appropriate (NA).

S/N	SUGGESTED METHODS OF TEACHING SOFT SKILLS	VA	A	NA
1.	Direct instruction			
2.	Demonstration method			
3.	Lecture method			
4.	Simulation method			
5.	Discussion method			
6.	Rote memorisation			
7.	Self discovery method			
8.	Questioning method			
9.	Interviewing method			
10.	Project method			
11.	Mapping method			
12.	Cooperative learning			
13.	Reflection			
14.	Pictorial method			

### SECTION D

Read carefully the suggested assessment methods by which the above selected soft skills can be assessed. Please indicate in the form of Very appropriate (VA), Appropriate (A), Not Appropriate (NA).

S/N	SUGGESTED ASSESSMENT METHODS	VA	A	NA
1.	Objective tests			
2.	Essay tests			
3.	Practical tests			
4.	Speed tests			
5.	Checklists			
6.	Questionnaires			
7.	Interviews			
8.	Rating scales			
9.	Observations			
10.	Portfolio			
11.	Assignments			

### APPENDIX III: FINAL VERSION

#### NATIONAL BUSINESS AND TECHNICAL EXAMINATIONS BOARD (NABTEB) BENIN CITY

Dear Respondent,

This instrument is designed to elicit relevant information from you on “Validation of Modified Assessment of Soft Skills (MASS) Instrument for use in Nigeria The essence is to provide useful information for decision making on inclusion of soft skills in



the school curriculum.. The instrument is purely for academic purposes. Please note that your responses would be treated with utmost confidentiality. Thanking you in anticipation for your favourable response.

SECTION A (PERSONAL PROFILE)

Please respond by placing a tick ( ✓ ) where appropriate.

1. Name of School.....
2. Type of School: Public  Private
3. Gender Male  Female

SECTION B Below are statements that address some selected soft skills which you are to respond to in the form of rating scale with Very Teachable (VT), Teachable (T), Fairly Teachable (FT) and Not Teachable (NT). Please read carefully each of the under-listed statements and respond by placing a tick ( ✓ ) that best suits each of the statement along the continuum.

S/N	SOFT SKILLS	VT	T	F	NT
<b>A</b>	<b>Commitment to duty</b>				
1.	Punctuality at work				
2	Moral integrity on the job				
3.	Being readily available at work				
4	Loyalty to duty				
5.	Efficiency				
6.	Effectiveness				
7.	Devotion to duty				
8.	Diligence in supervision				
9.	Enthusiasm at work				
10.	Zealous in performing one’s duties				
11	Good work ethics				
12.	Eager to learn				
13.	Contentment				
14.	Creativity in the job				
15.	Delegating duties to right persons				
16.	Observance of school rules and regulations				
17.	Patience at work				
18.	Mastery of job content				
<b>B</b>	<b>Attending to responsibilities</b>				
19.	On the job training				
20.	Operational support				
21.	Providing feedback				
22	Administrative support				
23.	Mentoring				
24.	Insightfulness				
25.	Leadership style				
26.	Fellowship traits				
27.	Turn challenges to opportunities				

28.	Recall				
29.	Seek for improved knowledge				
30.	Turn weaknesses to strength				
31.	Feedback				
32.	Tolerance				
33.	Cooperation				
<b>C.</b>	<b>Adaptability</b>				
34.	Embracing changes				
35.	Carefulness				
36.	Fact finding				
37.	Observance of set goals				
38.	Observance of new rules and regulations at workplace				
39.	Perseverance				
40.	Confidence in the ability of others				
41.	Diligence				
42.	Embracing new knowledge				
<b>D.</b>	<b>Resources management skills</b>				
43.	Quantity of resources				
44.	Quality of resources				
45.	Allocation of resources				
46.	Implementation				
<b>E.</b>	<b>Motivation</b>				
47.	Job rotation				
48.	Job enlargement				
49.	Reinforcement				
50.	Job security				

### SECTION C

Below are suggested methods of teaching the above selected soft skills. Please indicate in the form of Very appropriate (VA), Appropriate (A), Not Appropriate (NA).

S/N	SUGGESTED METHODS OF TEACHING SOFT SKILLS	VA	A	NA
1.	Direct instruction			
2.	Demonstration method			
3.	Lecture method			
4.	Simulation method			
5.	Discussion method			
6.	Rote memorisation			
7.	Self discovery method			
8.	Questioning method			
9.	Interviewing method			
10.	Project method			
11.	Mapping method			
12.	Cooperative learning			
13.	Reflection			
14.	Pictorial method			

**SECTION D**

Read carefully the suggested assessment methods by which the above selected soft skills can be assessed. **Please indicate in the form of Very appropriate (VA), Appropriate (A), Not Appropriate (NA).**

S/N	SUGGESTED ASSESSMENT METHODS	VA	A	NA
1.	Objective tests			
2.	Essay tests			
3.	Practical tests			
4.	Speed tests			
5.	Checklists			
6.	Questionnaires			
7.	Interviews			
8.	Rating scales			
9.	Observations			
10.	Portfolio			
11.	Assignments			