
**LINKING SOFT SKILLS TO BUSINESS EDUCATION
TEACHERS' JOB EFFECTIVENESS IN ILORIN
METROPOLIS SECONDARY SCHOOLS**

VINCULANDO LAS HABILIDADES INTERPERSONALES
CON LA EFECTIVIDAD LABORAL DE LOS
PROFESORES DE EDUCACIÓN EMPRESARIAL EN LAS
ESCUELAS DE SECUNDARIA DE LA METROPOLIS DE
ILORIN

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ABSTRACT

Soft skills are regarded as combination of social, emotional, communication and personal skills which promote workplace effectiveness regardless of qualifications or knowledge acquired. This paper linked soft skills to business education teachers' job effectiveness. Three research questions guided the study. The study population includes all the secondary school principals, Vice-principals, Heads of Department and students that offer business education-related subjects in Ilorin Metropolis, Nigeria. Random sampling and stratified techniques were used to select 316 participants. We used adapted structured questionnaires tagged "Teachers' Soft Skills Questionnaire (TSSQ)" and Business Education Teachers' Job Effectiveness Questionnaire (BETJEQ). We

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used descriptive statistics to answer the research questions and Pearson Products Moment Correlation (PPMC) to test hypotheses. We found the level of business education teachers' soft skills and their job effectiveness to be high at 70.6% & 64.6 %. Also, the result revealed a strong, positive linkage between the two variables, $r = 0.866$, $n = 316$, $p < .000$. By implication, Soft Skills will promote teachers' job effectively positively. That is, the higher the soft skills in the teachers, the better their effectiveness. Therefore, we recommended for practice based on the findings that special training in form of workshop should be organised for Business education teachers on regular basis by government in collaboration with professional bodies to promote up-to-date soft skills that are transferable and promote teaching effectiveness.

KEYWORDS

business education teachers, communication skills, critical thinking, ethical skills, leadership skills, soft skills, teachers' job effectiveness, Nigeria, secondary schools

RESUMEN

Las habilidades interpersonales se consideran una combinación de habilidades sociales, emocionales, comunicativas y personales que promueven la eficacia en el lugar de trabajo independientemente de las calificaciones o los conocimientos adquiridos. Este trabajo vinculó las habilidades sociales con la eficacia laboral de los profesores de educación empresarial. Tres preguntas de investigación guiaron el estudio. La población de estudio incluye a todos los directores de escuelas secundarias, subdirectores, jefes de departamento y estudiantes que ofrecen materias relacionadas con la educación empresarial en Ilorin Metropolis, Nigeria. Se utilizaron técnicas de muestreo aleatorio y estratificado para seleccionar 316 participantes. Utilizamos cuestionarios estructurados adaptados etiquetados como Cuestionario de habilidades interpersonales para profesores (TSSQ) y Cuestionario de eficacia laboral para profesores de educación empresarial (BETJEQ). Usamos estadística descriptiva para responder a las preguntas de investigación y la correlación de Pearson (PPMC) para probar hipótesis. Descubrimos que el nivel de habilidades sociales de los profesores de educación empresarial y su efectividad en el trabajo es alto, 70,6% y 64,6%. Además, el resultado reveló un vínculo fuerte y positivo entre las dos variables, $r = 0.866$, $n = 316$, $p < .000$. Como implicaciones, las habilidades interpersonales promoverán el trabajo de los docentes de manera efectiva y positiva. Es decir, cuanto mayores sean las habilidades interpersonales en los docentes, mejor será su efectividad. Por lo tanto, recomendamos para la práctica que los gobiernos organicen una capacitación especial en forma de taller para los maestros de educación empresarial de manera regular, en colaboración con organismos profesionales, para promover habilidades interpersonales actualizadas que sean transferibles y promover la eficacia de la enseñanza.

PALABRAS CLAVE

profesores de educación empresarial, habilidades de comunicación, pensamiento crítico, habilidades éticas, habilidades sociales, eficacia laboral de los profesores, Nigeria, escuelas secundarias

INTRODUCTION

Education has been recognised as a tool which provides people with knowledge, skills, techniques and information that enable an individual to know their rights and duties toward their family, society, as well as the nation. It is the most important element in the evolution of the nation. Importantly, education serves as an instrument for eradication of poverty and inequality in the society (Masood, et al 2011; Omoniyi, 2013; Minquan & Han, 2016; Giovetti, 2020). Therefore, education plays a huge role in the modern industrialised world. This implies that people need good education to be able to survive in this competitive world. For this reason, the teacher serves as a critical link for the realisation of education in any society.

Teachers have been recognised as carrier of education that produces good citizen to the society (Mhlauli, 2010; Cuenca-Lopez, et.al, 2021; Durosaro, et.al, 2020). In this present technological change, teachers must disseminate good knowledge that will enable the learners to meet up with this present challenges. A Business education teacher needs to acquire soft skills that will assist them to prepare learners for their future roles as employees, managers, even as executives or entrepreneurs. Yasmeen Bano (2019) reported that every education institution needs to shift their focus from theoretical knowledge to the skill-based education with practical and dynamic methods. It was further submitted that educational institutions should try as much as possible to focus on behavioural aspects such as leadership skills, communication skills, and attitudes that will play the main role in the success of a learner. This implies that soft skills should be embedded in the school curriculum for effectiveness of both the teachers and learners.

This era of globalisation has changed many parts of educational system and this should be addressed for education to be meaningful. Education has shifted from the paradigm of earning certificate to what your certificate can offer you. For teachers to perform effectively and to win the heart of his/her learners, soft skills are necessary. Student level of attractiveness to academic success is determined by an effective teacher (Guyana Ministry of Education (GMOE), 2019). It was also submitted from existing studies that students' academic achievement can be dominantly influenced by teachers' effectiveness (Heck, 2009; Blazar, 2016).

Business education subjects are some of the subjects offered at the secondary school level in Nigeria which entails teaching students the very fundamentals and theories, as well as, processes of business. They include Business Studies which is compulsory for all students from Junior Secondary (JSS) one to three, Financial Account, Commerce, Marketing, Office Practice, and Word Processing for students at Senior Secondary classes one to three who choose to pursue their career in management and business related at higher institution.

The philosophy of the Business Education programmes as stated in National Policy of Education has to do with enhancing the development of the programme's objectives and to inculcate the right kind of values and the right kind of attitudes for the survival of the recipients as well as the Nigerian society among others (Federal Republic of Nigeria, 2014). Specifically, the business education has a duty to provide the recipients self-reliance skills for the purpose of helping

students to set up their businesses and operate their businesses after completion of the programme and assist in furthering the spirit of acquisition and creativity. Teachers taking these courses are expected to possess some of these basic soft skills that could be transferred to the students inherently.

One of the germane philosophies in human capital management is to acquire a set of productive skills as a form of capital in which educational institutions make a variety of investments (Acemoglu, Autor, Dorn, Gordon, & Brendan, 2014). The effectiveness of any educational institution is directly related to the marketable and productive skills of its teachers (Abid, 2013). Human Capital Development (HCD) theory concludes that acquisition of productive human capital will lead to greater productivity (Kern, 2009). Modern human managers seem to agree that education and training is central to improving human capital and ultimately promotes effectiveness (Becker, 1993). Acemoglu (2004) postulated that the component of human capital management is capacity-building that teachers engage after schooling, which goes along with a set of skills and knowledge required for a particular purpose. Hence, the acquisition of soft skills as addition to hard skills of business studies teachers could promote their job effectiveness. This justifies the adoption of the human capital theory for this study.

The main purpose of this study is to investigate the linking between soft skills of business education teachers and their job effectiveness in Ilorin metropolis secondary schools. Specifically, the study examined:

1. The level of business education teachers' soft skills as assessed by respondents
2. The level of business education teachers' job effectiveness as assessed by respondents in Ilorin Metropolis secondary Schools
3. Linking soft skills to business education teachers' job effectiveness in Ilorin metropolis

Based on the research objectives, the following research questions were made in our study:

1. What is the level of business education teachers' soft skills as assessed by respondents?
2. What is the level of business education teachers' job effectiveness as assessed by respondents in Ilorin Metropolis secondary schools?
3. Is there significant linkage between soft skills and business education teachers' job effectiveness in Ilorin metropolis?

CONCEPTUAL FRAMEWORK

The figure 1 demonstrates the inter-relationship between business studies teachers' soft skills and their effectiveness

Figure 1. Linking soft skills to business education teachers' job effectiveness

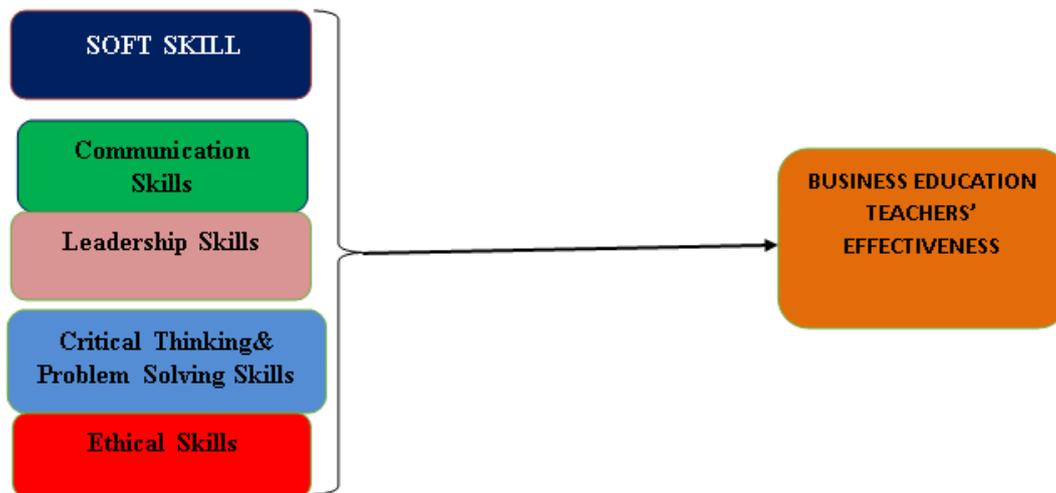


Figure 1 shows the conceptual model that indicates the linkage that exists between the soft skills of business education teachers (Communication, Leadership, Critical thinking and Problem Solving and Ethical Skills) and their job effectiveness as explained by the Human Capital theory. The model describes those business education teachers' job effectiveness (dependent variable) could be related to their soft skills as independent variable based on the students perception. Thus, the model portrayed the inter-linkage that exists between soft skills and business education teachers' job effectiveness. It implies that if these teachers acquire these soft skills, they are possible to be effective in carrying out their duties in terms of knowledge of the subject, lesson delivery, communication, evaluation of students' learning activity and teacher-students relation

Soft Skills and Teachers' Job Effectiveness

Soft skills are personal trait that enhances teacher's interaction and performance in teaching. More importantly, soft skill is one of the components to improve quality teaching in educational system. For teachers to perform and for effective and efficient result of educational objectives to be achieved, there is need for acquisition of soft skills. Soft skills are skills which characterise relationship with other people, or which are about how an individual approaches life and work. Other phrases that are commonly used are: people skills, interpersonal skills, social skills, or transferable skills (Skills You Need, 2017). Ginting (2016) defined soft skills as intra- and inter-personal (socio-emotional) skills, essential for personal development, social participation and workplace success. He further suggested that soft skills should be distinguished from technical skill.

According to Tang (2018), affirmed that part of qualities and character traits of an effective teacher is to be diligent in discharging role assigned to him or her and possess ability to take the initiative when necessary which is related to soft skills. To cap it all, for teachers' job to be effective and get result, soft skills is the right key. Lavilles and Robles (2017) indicated that the level of soft skills proficiency tends to increase the performance of a school. In their study, they found out a significant relationship between teachers' soft skills proficiency level and school performance level. According to Ibrahim, et al (2017), it was reported that acquisition of soft skill by workers' in any organisation will significantly affect their performance positively. Thus, teachers' level of soft skills acquired will

influence their effectiveness in school significantly. Tang et al, (2015) findings qualitatively, revealed that soft skills are relevant to teachers to perform their jobs effectively based on the perception of novice teachers' interviewed.

Communication Skills and Teachers' Job Effectiveness

Teaching profession demands adequate knowledge of communication skills for easy transmission of information to the learners. Communication skill is one of the essential tools in teaching. Teachers use it as a means of impacting necessary knowledge to the learners in order to achieve educational objectives. It builds relationship between the teachers and the learners. This skill involves ability of the teacher to communicate with his/her learner in such a way that can be understood before learning can take place. Teachers' job effectiveness comes in when the learner can interpret what the teachers have communicated. Therefore, teaching profession is a social interaction in form of collaboration between instructors and learners (Lim, et al 2013). The teacher is expected to get his idea communicated to the learners without any ambiguity or misconception. This will assist the learners to understand and interpret correctly the intention of the teacher.

According to Alamgir et al, (2017), teachers need good communication skills for facilitating the students and achieving good professional goals. They went further that performance of teachers in the classroom totally depends upon the communication skills and that if the teacher has good communication skills then he/she can easily convey his/her message or deliver the lecture in an understandable manner. This means that effective teaching cannot take place without effective communication skills. Ability of the teachers to communicate well will enhance good performance of students in the school system. Communication skills involve oral, listening and speaking as well as reading and writing. Conceptually, good communication skills of teachers are the basic need of academics' success of learners and professional success of life.

Leadership Skills and Teachers' Job Effectiveness

Teachers' job effectiveness lies on his ability to manage the learners in such a way that will bring about the expected results. In school setting, teachers must possess the quality of good leadership trait. Leadership is the institution that influences improvement in teaching and learning environment (Adedigba, 2019). This implies that teachers' disposition is synergy to learners' performance in classroom and outside the classroom environment. Adedigba (2019) submitted that leadership skill is the key to transform persistently low-performing classroom or group of students to high performing learners. Hence, leadership skill of business education teachers has roles to play in promoting their job effectiveness. Teachers' job effectiveness is demand because of the stated educational goals and objectives. It is expected of teachers to see to the wellbeing of the learners, co-staff, non-teaching staff and the community at large.

Leadership skills give the teacher the autonomy to manage and organise the classroom in such a way that he/she prefers to handle it that will make the learners to get along. Teachers' leadership skills have been associated with 21st century skills that are imperative for instructors whose pursuit is in a high-performance environment, which will promote their efficiency (Tang, et. all 2015). Leadership skills play a vital role in teachers' job effectiveness. These leadership skills are expected of business education teachers to be zealous in

performing their duties, loyalty to duty, delegating duties to right persons (students), diligence in supervision of student groups and classroom work, punctuality at classroom, and enthusiasm at work when in the classroom.

Critical Thinking, Problem Solving Skills and Teachers' Job Effectiveness

Critical thinking and problem solving skills is often seen as teachers' necessity. Effective teachers are critical thinkers and are able to challenge any situation with adequate solutions. David Hunter, (2014) defined critical thinking as reasonable reflective thinking that is aimed at deciding what to believe or what to do. Teachers to be recognised as a critical thinker must be one who has a character which is inclined to seek, and to base judgment and action upon, reasoning; which rejects partiality and arbitrariness; committed to the goals of evaluation (Arthur, et al., 2018). Critical thinking is reasonable thinking that enhances teachers' job effectiveness because it allows the teachers to think constructively before making the final judgment. This implies that the teacher cannot just take an action on any issue relating to learners affairs but through logical reasoning.

Teachers' ability to develop good critical thinking skills is regarded as cognitive skills. This means that teachers can base his/her judgment by developing the general rule. This skill requires three conditions which include: learning the theory, deliberate practice, and adopting the right attitudes. Acquisition of critical thinking skills by business educators was identified as an essential soft skill for effective classroom performance (Tang, 2018). It is imperative for teachers to understand the vital role of these skills and how to make use of it in order to boost their academic exercise. Also, critical thinking and problem-solving skills are some of the prominent soft skills needed by business education teachers to function effectively (Jackson in Oluwasina (2020). This can only be done if the teacher has the right instrument to use in the classroom and handling the learners.

Ethical Skills and Teachers' Job Effectiveness

Teaching profession requires some ethical conduct that teachers must possess for the stated objectives in National Policy of Education to be achieved. Ethical skills are the behavioural conduct that teachers need to perform his/her function effectively. Al-Zubi (2013) viewed ethics as a charter that sets out the principles, values and duties to which teachers should adhere to perform their task in the best way possible. Durosaro in Teachers Registration Council of Nigeria (2004) defined ethics as the moral beliefs and rules about rights and wrongs that influence teachers behaviour, attitude and ideals. He further divided this into two, this include moral ethics such as honesty, loyalty, discipline, not smoking in the presence of students and in public places, not drinking alcohol in the presence of students and in public places, dressing neatly and decently to school, sexual compartment and punctuality. Secondly, work ethics such as continuous learning, regular preparation of lesson plans, serving in loco parentis of students, regular assessment of learners, reporting on learners, being cooperative with other teachers at work and obedience to authority.

These are set of rules and principles that guide teachers in order to achieve their daily objectives. This will assist the teachers in handling and dealing with their students towards achieving success both in the classroom and outside the

classroom environment. This ethical skill should be at the teachers' finger tips. Cultivate the habit of making use of it for effectiveness on the job.

Statement of the Problem

It is noted that there are shortcomings in the commitment of some secondary school teachers to the soft skills training in teaching profession. This may be attributed to level exposure, nature, personal trait, self-control, family background, marital status, the weakness of social relations, to mention a few. Soft skills can be recognised as one of the key instruments in educational system. Acquisition of soft skills by teachers will go a long way in reducing the rate of failure and bring to minimal the abnormality that is rampant in school system today. Soft skills are personal traits that enhance teachers' job effectiveness. It is obvious today in educational system that there are soft skills gap between the teachers and the learners. Soft skills have been recognised as one of the potential approaches and methods for secondary schools to appraise the future capabilities of teachers and learners (Salleh, 2010).

Earlier researchers on the role of soft skills to business education teachers' job effectiveness showed mixed results. For instance, Tang (2018) conducted a study to examine the importance of soft skills acquisition by teachers in higher education institutions. The results of the study revealed that teamwork and lifelong learning skills were the most important soft skills acquired by lectures from all the four programmes. Tang et al. (2015) study evaluated the breach related to soft skills instructional professional exercise compared to soft skills required in schools amongst the 250 novice teachers selected from all the secondary schools in Malaysia. The study showed that teamwork and communication skills were the two significant soft skills not only desperately desired in their work but also extend from their teaching exercise package. Okon et al. (2020) conducted a study on teacher's effectiveness and students' academic achievement in social studies in Cross River State, Nigeria. The study showed that teachers' effectiveness in student teacher relationship, teachers' classroom management skills, mastery of subject matter by the teacher, and teachers' communication skills significantly relate to each other towards improving the academic performance of students in Social Studies. Ayeni, (2018) also conducted a study on teachers' professional ethics and instructional performance as correlates of students' academic performance in secondary schools in Owo Local Government Area, Ondo State, Nigeria. The study revealed that there is a significant relationship between teachers' professional ethics and instructional performance $r(88) = 0.694, P < 0.05$. Tang, (2019) conducted a study on beyond employability: embedding soft skills in higher education. The study revealed that most of the higher education institutions have been facing the challenges head-on, rethinking the role of career services, academics, and even support services in boosting employability. Also, lecturers' should make use of these soft skills in their course design and delivery. It is for this reason that the present study was conducted to fill the existing gap in literature in Nigeria relating to the linking soft skills to business education teachers' job effectiveness.

RESEARCH METHODS

Towards attainment of the objectives of this study, survey research design was adopted. Opinions of students taught by the business education teachers

(Business Studies, Commerce, Marketing and Financial Account) along with the principals, Vice-principals and Heads of Department were surveyed. Using simple random and stratified sampling procedures, 316 respondents (Students, Principals, Vice-principals and Heads of Department (HODs) from all public and private secondary schools in Ilorin Metropolis (Asa, Ilorin East, Ilorin South and Ilorin West Local Governments) were used for this study.

Two structured self-administered questionnaires tagged "Teachers' Soft Skills Questionnaire" (TSSQ) adapted from Ginting (2016) and "Business Education Teachers' Job Effectiveness Questionnaire" (BETJEQ) adapted from Hanafi, Murtadho, Hassan, Ikhsan, and Diyana, (2020), Ryan (2012). Face and content validity was carried out by professional colleagues in the field of educational management, Business education and Test and Evaluation. We established the internal consistency of the two instruments with the use of Cronbach Alpha which yielded 0.97 for TSSQ and 0.97 for BETJEQ which are high.

We physically distributed the instruments to the response during the period while Junior and Senior secondary schools students were called back for their terminal examination after COVID-19 lockdown. Out of the 320 copies of returned questionnaires, 316 of them were found fit for the analysis after some data-cleaning and screening. Mean, frequency and percentage were used to describe the respondents' profile and research questions. Pearson Product Moment Correlation co-efficient was used to establish the linkages between the soft skills (independent variable) and teachers' job effectiveness (dependent variable).

Table 1. Profile of the Respondents

Demographics	No. of Respondents	Percentage
Gender		
Female	105	33.2%
Male	211	66.8%
School Types		
Public	89	28.2%
Private	227	71.8%
Positions/Roles		
Principal	6	1.9%
Vice-Principal	9	2.8%
HODs	5	1.6%
Students	296	93.7%
Total	316	100%

We gathered data from 316 respondents from Public (28.2%) and Private (71.8%) secondary schools within Ilorin metropolis as shown in Table 1 with Female form 33.2% while 66.8% were male respondents. The majority of respondents (93.7%) were students offering business education-related subjects at secondary schools followed by 2.8% who are Vice-Principals, with 1.9% and 1.6% for Principals and HODs who are supervisors of the Business Education teachers. This shows that most of the respondents are students who are offering business education subjects (Business studies, Commerce, Marketing and Financial Accounting) can give definite responses that will be useful for this research.

RESULTS

Research Question One: What is the level of Soft Skills Possessed by Business Education Teachers as Perceived by Principals, Vice-Principals, HODs and Students in Ilorin Metropolis Secondary Schools?

To answer research question one, we collated responses of the sampled respondents from the selected secondary schools and analysed it using mean rating as shown in Table 2. Mean score of the responses were summed up and transformed it into frequency and percentage.

Table 2. Level of Teachers' Soft Skills in Ilorin Metropolis Secondary Schools

Level	Score Range	Frequency	Percentage
Low	28-55	31	9.8
Moderate	56-83	62	19.6
High	84-112	223	70.6
Total		316	100.0

Table 2 reveals the level of soft skills possessed business by the business education teachers in Ilorin metropolis secondary schools, Kwara State, as assessed by the respondents. The level was in indicated to be high as 70.6 % responded. By implication, the level of soft skills (Communication, Responsibility, Teamwork, Critical-Thinking and Problem-Solving, and Ethical Skills) possessed by the business education teachers of the selected secondary schools is high based on the respondents' rating.

Research Question Two: What is the level of business education teachers' job effectiveness as assessed by respondents in Ilorin Metropolis secondary schools?

We collated responses of the sampled respondents from the selected secondary schools in response to the stated research question two on the level of teachers' job effectiveness and analysed it using mean score of the responses and transformed it into frequency and percentage.

Table 3. Level of Teachers' Job Effectiveness in Ilorin Metropolis Secondary Schools

Level	Score Range	Frequency	Percent
Low	27-53	40	12.7
Moderate	54-80	72	22.8
High	81-108	204	64.6
Total		316	100.0

Table 3 shows the level of the business education teachers' job effectiveness in Ilorin metropolis secondary schools, Kwara State, as assessed by the respondents. The level was in indicated to be high as 64.6 % of respondents have high mean score range. This implies that the level of teachers' job effectiveness (Knowledge of subject, Lesson delivery, Communication, Evaluation of students' learning activity, and Teacher-students relation) in the selected secondary schools is high based on the respondents' rating.

Research Question Three: Is there significant linkage between soft skills and business education teachers' job effectiveness in Ilorin metropolis?

Table 4. Linkages between Soft Skills and Business Education Teachers' Job Effectiveness

Variables	1	2	3	4	5	6	7
Teachers' Effectiveness	1	.866**	.790**	.812**	.784**	.818**	.816**
Soft skills		1	.907**	.950**	.915**	.938**	.931**
Communication Skills			1	.850**	.827**	.786**	.782*
Responsible				1	.854**	.831**	.842*
Teamwork					1	.820**	.795*
Critical Thinking and Problem Solving Skills						1	.897*
Ethical							1

** $p < .005$ (2-tailed).

The linkage between soft skills and perceived business education teachers' effectiveness was examined using Pearson product-moment correlation coefficient. Preliminary analyses were carried out to ensure no violation of the assumptions of normality, linearity and homoscedasticity. The result revealed a strong, positive linkage between the two variables, $r = 0.866$, $n = 316$, $p < .000$ as shown in the Table 2. This implies that with high levels of soft skills possessed by the business education teachers, there is possibility of high levels of job effectiveness in terms knowledge of subject matters, lesson delivery, communication, evaluation and student-teachers relation in the course of their duty.

A cursor examination further indicated that each of the measures of teachers' soft skills have strong association with their job effectiveness as perceived by students, principals, and HODs. The communication skills of business education teachers showed a strong positive correlation with their job effectiveness with $r = 0.907$, $n = 316$, $p < .000$. This means that business education teachers with good communication skills will have a high level of job effectiveness. In the same vein, business education teachers with sense of responsibility/leadership will have high level of job effectiveness with the $r = 0.850$, $n = 316$, $p < .000$. Furthermore, teamwork skills in the teachers were related to their job effectiveness positively with $r = 0.854$, $n = 316$, $p < .000$. This implies that business education teachers with teamwork skills will possess high level of job effectiveness. A strong positive relationship was established between critical thinking and problem-solving skills and job effectiveness of business education teachers with $r = 0.820$, $n = 316$, $p < .000$. This revealed that business education teachers with critical thinking and problem-solving skills will have a highly significant job effectiveness. Lastly, a strong positive significant linkage was established between ethical skills and business education teachers' job effectiveness with $r = 0.897$, $n = 316$, $p < .000$ as indicated in Table 2.

DISCUSSION OF FINDINGS

The findings revealed that the level of soft skills (communication, responsibility/leadership, team-work, critical-thinking and problem-solving and ethical skills) possessed by the business education teachers of the selected

secondary schools is high based on the respondents' rating. The high possession of these skills among the business educators in secondary schools could be informed by their awareness of the skills that promotes effectiveness. This implies that business education teachers are possessed with high quality traits that promote their relationship with their students and supervisors. This corroborates Lavilles & Robles (2017) results that teachers have high level of soft skills proficiency in the Division of Sultan Kudarat. Tang (2018) that indicator of character traits of effective teachers is to be committed in discharging role assigned to them.

The study also revealed that the level of teachers' job effectiveness (knowledge of subject, lesson delivery, communication, evaluation of students' learning activity, and teacher-students relation) in the selected secondary schools is high based on the respondents' rating. This indicates that business educators in these schools were up and doing and to be adjudged by the students and supervisors as effective. Students' academic achievement can be dominantly influenced by teachers' effectiveness (Guyana Ministry of Education (GMOE), 2019).

Finally, the result revealed that teachers' soft skills and their factors have strong relationship with their job effectiveness as perceived by students, principals and HODs. This implies that the better these soft skills possessed by these teachers, the better their job effectiveness likewise is the possibility of transferring it to their students meaning that the presence of these skills in business educators at secondary schools will promote their effectiveness significantly. The findings corroborated the submission of Abid, (2013) that effectiveness of any educational institution is directly related to the marketable and productive skills possessed by its teachers. In the same vein, the result supports Lavilles & Robles (2017) teachers' soft skills proficiency level is significantly related to school performance. Ibrahim, et.al (2017) study indicated that the soft skill acquisition will significantly predict performance of workers. That is, the level of soft skill acquired by staff of any institution will influence their performance significantly. Tang, et al. (2015) findings qualitatively, revealed that soft skills are relevant to teachers to perform their jobs effectively based on the perception of novice teachers' interviewed.

IMPLICATIONS FOR THEORY AND MANAGEMENT PRACTICE

This study investigated the relationship between the studied variables soft skills and business education teachers' in Ilorin Metropolis, Kwara State of Nigeria. The examined focus was on how acquisition of soft skills by the teachers can be related to their job effectiveness. Therefore, the investigation was underpinned by the Human Capital Development (HCD) theory concludes that acquisition of productive human capital will lead to greater productivity (Kern, 2009). Human managers seem to agree that acquisition of relevance skills is centre to improving human capital to promote their effectiveness (Becker, 1993). Acemoglu (2004) postulated that the component of human capital management is capacity building that teachers engage after schooling which goes along with a set of skills and knowledge required for a particular purpose. Most literature on human capital development generally is centred on knowledge, skills,

competencies and innovative abilities possessed by the employees. In 21st Century, the most imperative changes are the increasing importance of knowledge and skills as propellers of economic growth, the information and communication revolution, the advent of a worldwide labour market and global socio-political transformation (World Bank, 2002; Ukwuaba, 2015). Hence, the acquisition of soft skills as addition to hard skills of business education teachers will enhance their task effectiveness. Findings indicated that soft skills dimensions such as communication, leadership, critical thinking problem-solving and ethical skills are important factors of business educators' effectiveness. For business educators, the ability to use soft skills can make or mar their effectiveness while it may seem obvious that such skills would factor importantly in a classroom (GMOE, 2019). If teachers are equipped with these skills, they can have a great deal of impact on the students' academic activities. Hence, the outcomes of this study confirming the theoretical justification of human capital development theory based in line with the conceptual model which will be helpful for teachers and policy makers in the attainment of business education programmes at secondary school level. The work has contributed to literature on how soft skills can improve educators' effectiveness. The study indicates few practical implications for managers of secondary schools and government in collaboration with professional bodies to organise relevant training on soft skills model used in this study to promote not only business educators, but all other teachers to attain the educational goal of secondary school in Nigeria. Therefore, all secondary school administrators should keep abreast themselves with this present model so as to be empowered to design policy for business education teachers with the aim of promoting their effectiveness. Lastly, future research should be carried out with same predictors and criterion with the introduction of mediating factors such as gender, training methodology, leadership styles, school type and climate factors among others.

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