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DO INTERNSHIP EDUCATIONAL PROGRAMME AND MOTIVATION OF TEACHERS AFFECT SCHOOL PERFORMANCE? EMPIRICAL EVIDENCE FROM SELECTED SENIOR HIGH SCHOOLS IN THE ASHANTI REGION OF GHANA

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ABSTRACT
The purpose of the study was to investigate the extent to which the internship educational programme and motivation of teachers influence the effect of soft skills of teachers in senior high schools in the Ashanti region on the performance of the schools. The quantitative research involving explanatory design involved the survey of 215 teachers of senior high schools in the Ashanti Region of Ghana using a structured questionnaire. Data was analysed using both descriptive and inferential statistical analytical techniques. The inferential statistical tools included OLS hierarchical multivariate regression method, correlational analysis and Kendall's non-parametric test. The result showed that soft skills of teachers in senior high schools in the form of communication, teamwork, professionalism, leadership, critical thinking, and problem solving all positively influences the performance of the schools. The educational training programme for teachers in senior high schools in the form of internship positively and significantly improves the performance of schools. Motivational programmes for teachers in the form of career development in senior high schools positively and significantly affects the performance of the schools. The educational training programme in the form of internship for senior high school teachers positively moderated the effect of communication and informational managerial skills on the performance of senior high schools. The motivational support for teachers in the form of career development positively moderated the effect of communication and professionalism skills on the performance of senior high schools. The factors perceived to inhibit the soft skills development of senior high school teachers were inadequate training on soft skills, lack of integrating soft skills in teaching, absence of well communicated job descriptions, inadequate leadership competencies and grooming, inadequate infrastructure and technology, inadequate support from the school, inadequate support of policy and many others. The researchers of this study recommend school support for soft skills development, policy support for soft skills development, and training and workshop on soft skills development.

Keywords: Soft Skills, Improvement, Evolution, Dynamic Environment, Educationist

AJEMATES
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Introduction

The complexity and evolution of the work environment and changing patterns of employment have resulted to the reexamination of the attributes and skills required of graduates of higher level of education. The development of students' soft skills in information management, critical thinking, communication skills, professional ethics, team work, problem solving, leadership, lifelong learning and entrepreneurship skills is the new order. The demands for these employable skills have informed educationists' shift from equipping students with mere writing, reading and arithmetic skills (Borghans, Weel, & Weinberg, 2014). The plethora of research from variant academic disciplines such as neuroscience, economics, psychology and education indicate that the school success and life prospects of student is not only reliant on critical thinking skills and content knowledge but also dependent on the strategies and personalities students bring to learning (Valerio et al., 2014).

In today's complex and dynamic environment, technical degree or college diploma alone is not adequate to guarantee success or employment but is required to be complemented with both soft and hard skills to meet the prescription of the job market (Guffey, & Loewy, 2021; Stewart, 2017; Camara, O'connor, Mattern, & Hanson, 2015). In order to meet the prescription of the labour market, soft skills are perceived to train potential employees with required competencies and further stimulate personal career advancement, (Clarke, 2018; Manuti, Pastore, Scardigno, Giancaspro, & Morciano, 2015; Pereira, & Costa, 2017). Attwood-Charles (2018) have similarly noted that workers today have to work in ever-changing environment and job tasks, and hence require more self-supervision and discipline and superior soft skills to meet demands of the flattening nature of organisations.

Nonetheless, the educational system of Ghana has been far from equipping students with the demanded competencies for the labour market and career development (Adu-Gyamfi, Donkoh & Addo, 2016). Ghana's educational system previously described as the best and most developed in the West African sub-region became dysfunctional and near collapse in the 1980s (Ujunwa, Okoyeuzu, & Kalu, 2019). In constant search of effective educational model that meets the demands of the country and expectations of the citizenry, the system has been subjected to sequence of changes (Haas, 2018). For instance, the senior secondary school (SHS) educational system of Ghana has undergone series of curriculum and model changes since the first republic. Under the leadership of Mr. John Agyekum Kuffour, the New Patriotic Party (NPP) Government in 2000 changed the SHS educational system from the three years to four years. However, the National Democratic Congress (NDC) government changed the system back to three years in 2009 till present (Adu-Gyamfi, Donkoh & Addo, 2016). These persistent changes and reformations have been aimed at finding effective and lasting solutions to the challenges of the Ghana educational system (Abugre, 2018). Notwithstanding these sequences of reformations, the SHS system of Ghana is far from achieving the desired goals. Beside the general steady and gradual improvement in student performance since 1993, the failure rate has been high (Geven, Skopek, & Triventi, 2018); and many graduates have had

difficulty in effectively and successfully integrating into society (Adu-Gyamfi, Donkoh & Addo, 2016).

Moreover, there is a large gap between the knowledge and skills acquired in school as required in the field of work, causing a great mismatch and thereby putting employer at the mercy of ill-trained labour market. Graduates in Ghana rarely exhibit higher competencies in the areas of decision making, problem-solving and relational skills as the curricular and training are more theoretically oriented. The graduates, therefore, are confronted with enormous difficulty in integrating into the labour market or opening up their own businesses due to inadequate preparation for the real world at the school level. This disorientation is partly attributed to the inadequate relationship between the educational institutions and job market causing education institution to perceive that the working environment is just a replica of the experience in the learning environment. Further, the exam-oriented academic system of SHS education in Ghana has failed to bridge rear gap of preparing student for the job market by equipping them with soft skills which is a manifestation of balanced graduate. Soft skills nurturing is a long process that requires the guidance and participation of parents through teaching and learning activities aided by co-curricular activities and sequences of school held programmes. It is therefore obvious that there is the need for soft skills training and development programmes at the school level of students to bridge the gap of expectation and reality mismatch. Nonetheless, the leadership and management of the schools are ill-equipped to impart the required hard and soft skills required for graduates of SHS to effectively and successfully integrate into the general society and achieve higher performance (Diise, Zakaria, & Mohammed, 2018).

Problem Statement

The educational institutions in whose hands the future work force has been entrusted has the responsibility of ensuring that students as potential employees are well trained into a culture of self-reliance, resourcefulness, peace-oriented and values health. Headmasters and teachers are among the main anchor of a sound, progressive and peaceful society; and hence require soft skills to improve the behaviour of students, and build their capacity to meet societal needs. Also, the effectiveness of the educational process is also partly reliant on the leadership qualities of teachers of schools. Therefore, in order to achieve the ultimate aim of education, school leaders are required to lead the school in order to achieve its functions efficiently and effectively, to enhance the success of the school (Ngang, Mohamed & Kanokorn, 2015).

The school system in Ghana has been entangled with weak leadership issues and leaders as well since the days of independence up to date. The problem of lack of effective leaders in schools have worsened and become enormous since every community is establishing its own community secondary/senior high school and to some extent having their own Principal/Headmasters, exacerbated the problem with many of these schools led by inadequately trained and inexperienced Heads or Principals (Ministry of Education, 1987). As a country, our energy is geared towards improving the quality of education delivery in schools but has forgot the major problem facing our schools is low quality of

leadership and remains unattended to. This is causing several agitations and criticism among the stakeholders of the education system. In recent times, many (especially parents) have publicly registered their frustration about fast deteriorating state of leadership and management in the school system, particularly in senior high schools.

There are numerous school leaders who lack skills (Dean, 2017). Beside the limited knowledge of teachers on soft skills, there is lack of practice of integrating the soft skills in teaching (Rebele, & Pierre, 2019). This could invariably affect school improvement as leadership skills is closely related to improvement (Ngang, Mohamed & Kanokorn, 2015). The most valuable assets of every organisation are its employees. The human being is complex in nature and possesses required complex, strengths, weaknesses, biases, and fears. It, therefore, behooves on leaders in organisation to assist workers to communicate freely without any fear, understanding the significance of their work to both society and government, collaboration with both employers and employees at the management level, synergised workplace is a product of teamwork. This includes the leader's ability to communicate well, ability to work among other employees, team player, instill creativity, ensure convenience atmosphere for employees to feel recognised, encourage individuals' to feel value, motivate them to work eagerly whiles contributing significantly to the development of the organisation (Buli, 2017).

Beside the significance of educational institutions in building the thinking and mind-set of the human capital required for sustainable society, there are limited studies on the nexus between soft skills leadership and development in schools, especially in African context. The limited studies on the linkage between soft skills leadership and development have focused on the situation in Asian countries like Malaysia, Philippine and Thailand (Ariratana, Sirisookslip & Ngang, 2015; Ngang, Mohamed & Kanokorn, 2015; Ngang, Yie & Shahid, 2015; Lavilles & Robles, 2017) and the Western World, with limited attention to the situation in Africa. Furthermore, there is no study that emphasises on the potential moderation roles of internship educational programme and motivation in the effect of soft skills on school performance. This study therefore seeks to investigate the effect of soft skills of teachers on the improvement of SHS in the Ashanti region and further look at the moderation role of internship educational programme and motivation.

Research Questions

The following research questions guided the study;

1. What is the effect of soft skills of teachers on school performance?
2. How do internship educational programme and motivation of teachers affect school performance?
3. How do internship educational programme and motivation of teachers moderate the effect of soft skills on school performance?
4. What factors inhibit the soft skills development of SHS teachers?

Conceptual Framework

Notwithstanding the emphasised difficulties by Gibbs in measurement of the soft skills of individuals, an attempt was made in examining the soft skills of leaders

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.7 (2), September-December, 2022 https://ajemates.org

in senior high schools using dimensions reported in the extant literature of leadership (Patel & Hamlin, 2017). The dimensions most emphasized in the literature that forms of the measurement constructs of the study are Communicative Skills; Problem Solving & Critical Thinking; Collaboration/Teamwork; Long-life learning & Information Management, Entrepreneur Skill; Ethics, Moral and Professionalism and Leadership skills. In the existing literature, the possession of these elements of soft skills by teachers is reported to positively improve school performance (Ibrahim, Boerhannoeddin, & Bakare, 2017). Nonetheless, the development of soft skills is reported to be affected by several factors including burdensome application of soft skills (Ngang, Yie & Shahid, 2015), Limited soft skills Knowledge of leaders (Lavilles & Robles, 2017), Limited training on soft skills (Ariratana, Sirisookslip & Ngang, 2015; Meor Osman, 2017; Mohamed, Abozeid, Mohammed & Ahmed, 2019), Limited support from the school (Pachauri & Yadav, 2014), and Limited support of policy (Subramaniam, 2013; Ngang, Mohamed & Kanokorn, 2015). In the context of this study, the framework (Figure 1) is developed to guide the examination of three objectives. First, to determine the soft skills of leaders in SHSs in the Ashanti region; second, to determine the relationship that exists between soft skills of leaders and the improvement of school; and third, to identify the factors inhibiting the soft skills development of leaders in SHSs.

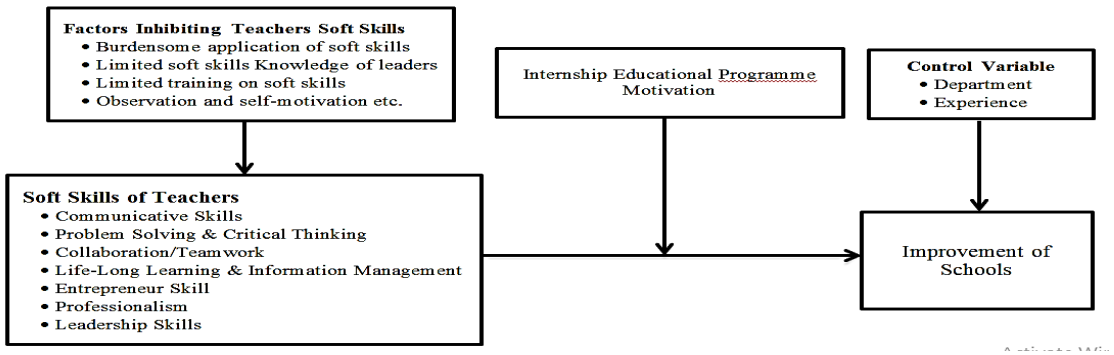


Figure 1: Conceptual Framework of the Study
Source: Authors' Construct (2022).

Research Method

On the basis that the study emphasizes on investigating the extent to which the soft skills of teachers in senior high schools in the Ashanti region affect the performance of the schools, the study relies on the explanatory design. In this study, the target population constitutes all senior high school teachers in the Ashanti region but the accessible population constitutes all the teachers of the selected five senior high schools in the Ashanti region. The distribution of the accessible population by school is shown in Table 1.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.7 (2), September-December, 2022 https://ajemates.org

Table 1: Distribution of Teaching Staff in Selected Senior High Schools

Schools	Size of Teaching Staff
Prempeh College	126
Osei Tutu Senior High	98
Obuasi Secondary Technical	102
Kumasi Anglican Senior High	112
Yaa Asantewaa Senior High	122
Total	**560**

The study relied on the Bütikofer, Stawarczyk and Roos' (2015) sample size determination formula, by which the sample size was determined on the basis of precision degree or the error margin. In this study, the error margin of 5% was employed. The sample size calculation procedure is shown below.

$$n = \frac{N}{1+N(\alpha^2)} = \frac{560}{1+560(0.05^2)} = \frac{560}{2.4} = 233 \text{ Teachers}$$

where;
n = Sample Size
N = Target Population
α = Margin of error

The distribution of total sample size of 233 among the five schools is based on the strength of the teaching staff size within the total study population. The sub-sample sizes were calculated using the Krecjie and Morgan (1970) formula. The minimum efficient sub-sample sizes of each of the schools are shown in Table 2.

$$s = \frac{XS}{P}$$

s = Sub-sample size for each selected school
X = Population of teachers in each school
S = Total sample size for each sub-group
P = Total population of each sub-group

Table 2: Teaching Staff Distribution by Schools

Schools	Size of Teaching Staff	XS/P	Sample Size
Prempeh College	126	126(233)/560	52
Osei Tutu Senior High	98	98(233)/560	41
Obuasi Secondary Technical	102	102(233)/560	42
Kumasi Anglican Senior High	112	112(233)/560	47
Yaa Asantewaa Senior High	122	122(233)/560	51
Total	**560**	**560(233)/560**	**233**

The teaching staff were sampled through a multistage sampling procedure. This sampling method was employed due to the heterogeneity of the teaching staff in the senior high schools. The process began with the selection of five senior high schools through simple random by balloting procedure. The study focused on all Ashanti Region public senior high schools. All the 134 senior high (public) schools in the Ashanti region were coded, folded and shuffled in a bowl and five selected randomly with replacements. This process was deemed necessary at this stage as the public schools were homogeneous in terms of source and method of training and recruitment of teachers to the schools. In the subsequent stage, teachers were stratified through stratified sampling method on the basis of included schools in the study. In stage three of the multistage sampling procedure, in the selected school, teachers were further stratified based on departments. In the final stage, teachers were selected from each department through simple random by balloting as teachers within a department were deemed homogeneous.

Questionnaire was the main data collection instrument. The questionnaire was divided into sections. Section "A" of the questionnaire stressed on the socio-demographic characteristics of the respondent. Section "B" employed several items in measuring the soft skills of teachers of senior high schools. The soft skills components measured were communicative skills, teamwork, ethics, moral and professional, leadership skills, problem solving skills, critical thinking skills, entrepreneurship skills, lifelong learning skills, and information management. Section "C" employed several measurement items in measuring internship educational programme and motivation of teachers. Section "D" employed ten items in measuring the improvement of school performance. Section "E" emphasised on the factors inhibiting or challenging teachers' soft skills practice and development in senior high schools.

This study relied on quantitative data collection methods. The quantitative data collection methods, rely on random sampling and structured data collection instruments that fit diverse experiences into predetermined response categories (Creswell, 2015). The various techniques employed in quantitative research are telephone interviews, face-to-face interviews and Computer Assisted Personal Interviewing (CAPI) whereas the questionnaire techniques include mail questionnaire and web-based questionnaire (Sammut, Griscti & Norman, 2021).

The processing of the data started with cleaning. In the cleaning process, data was edited to avoid inconsistencies, and questionnaires with too many critical unanswered questions were excluded. The data gathered were analysed using SPSS version 26.0. This helped in establishing the causal relationships between the main constructs of the study were tested using hierarchical multivariate regression analysis and correlational analysis. The factors inhibiting the soft skills development of teachers were evaluated using descriptive statistical tools and ranked using the Kendall's rank test and Kendall's Coefficient of Concordance.

Results and Discussion

This section summarises and discusses the research result, with an attempt to integrate the results into existing literature.

Correlational Analysis of the Constructs

In this section of the study, the correlation between the main constructs of the study is analyzed. The constructs included in the correlation analysis were school performance, communication, teamwork, professionalism, leadership, critical thinking, problem solving, lifelong learning, information managerial, entrepreneurship, career development, and internship. It should be emphasized that the main concern of the study was correlations Table 3 shows that the communication skills of the teachers positively and significantly correlated with school performance (r=.399, P<.01). This implies that increasing communication skills of senior high schools' teachers is associated with improvement in school performance. This finding is supported by the study of Ariratana, Sirisookslip and Ngang (2015) that reported that any improvement in the communication skills stimulates higher teaching performance and hence result in improvement school performance. In other to achieve personal and professional aspiration as well as high team performance among individual team members, effective communication is the surest way (Gee, Beno, Lindstrom, Lind, Post & Hirano, 2020). Good communication skills are a stimulant to having a matured and effective conversation (Reinsch & Gardner, 2014).

Teachers' teamwork skills positively and significantly correlated with school performance (r=.151, P<.01). This implies that increasing teamwork skills of senior high schools' teachers is associated with improvement in school performance. This finding is supported by the study of Ngang, Yie and Shahid (2015) that reported that soft skills in the form of teamwork/collective work skills are importantly and meaningfully connected to quality teaching and general school performance. Teachers' expertise such as soft skills helps in transforming the behaviour of the students and improves the efficiency in the process of teaching-learning delivery (Jacolbia, 2015). The study of Ariratana, Sirisookslip and Ngang (2015) also emphasised that any improvement in the promotion of team work spirit stimulates higher teaching performance and hence result in improvement student performance. It is reported extraordinary team work players demonstrate high level emotional intelligence which can affect performance positively or negatively based on the effectiveness of team members their emotional intelligence (Gee, Beno, Lindstrom, Lind, Post & Hirano, 2020). To illustrate, Jacolbia, (2015) asserted that good communication among individuals in team is a basic requirement for successful team performance and a fundamental element of the way the teams work together.

The professionalism of the teachers positively and significantly correlated with school performance (r=.320, P<.01). This implies that increasing professionalism of senior high school teachers is associated with improvement in school performance. This finding is supported by several studies in the extant literature that reported positive effect of ethics, moral and professional skills on the performance of schools (Lavilles & Robles, 2017; Mohamed, Abozeid, Mohammed & Ahmed, 2019).

The quality of work life and employee job-related results like organisational commitment, job satisfaction, etc is an outcome of positive effect of ethics (Lavilles & Robles, 2017). Also, it emphasised that the leaders' moral competence has positive correlation to subordinates performance on their tasks (Mohamed, et al., 2019). The moral proficiency of the leaders determines the employees' attitude and behaviour in the organisation. School administrators are of the view that, importance of managing the complexities of the job and hence school performance depends on once possession of ethical and moral skills (Ngang et al., 2015).

Table 3 shows that the leadership skills of the teachers positively and significantly correlated with school performance (r=.327, P<.01). This implies that increasing leadership skills of senior high school teachers is associated with improvement in school performance. This finding is supported by the study of the study of Ngang, Mohamed and Kanokorn (2015) also reported that significant and positive relationship between soft leadership skills and school improvement. Also, the study of Seashore et al. (2010) also reported that skills of leadership impact student achievement positively. In support of this finding, according to Kano (2012), one of the variables of high-performing schools is the dynamic school leadership. Leadership skill deemed to support higher academic performance as a significant component to the triumph of the education system. The critical thinking skills of the teachers positively and significantly correlated with school performance (r=.210, P<.01). This implies that improvement in the critical thinking skills of senior high school teachers is associated with improvement in school performance. This finding is supported by the study of Tang, (2020) that reported that the critical thinking skills of teachers have positive relationship with the teaching success of teachers and hence school improvement. Thus, Shukla and Kumar, 2017) stressed that at all levels of educational learning system should include curriculums that support and develop critical thinking skills. In other to achieve learning outcomes such as creativity, motivation, collaboration and metacognition, critical thinking must be a significant part of the curriculum (LaPalombara & Weiner, 2015).

Table 3 shows that teachers' problem-solving skills positively and significantly correlated with school performance (r=.153, P<.01). This implies that improvement in the problem-solving skills of senior high school teachers is associated with improvement in school performance. This supports Ngang, Yie & Shahid (2015) on their assertion that soft skills acquired in the form of problem have significant and positive correlation with quality teaching and hence improvement school performance.

The information managerial skills of the teachers positively and significantly correlated with school performance (r=.213, P<.01). This implies that improvement in the information managerial skills of senior high school teachers is associated with improvement in school performance. This finding is consistent with the study of Lavilles and Robles (2017) that reported high soft skills proficiency level among teachers. The study of Lavilles and Robles (2017) further emphasised that there is significantly a

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.7 (2), September-December, 2022 https://ajemates.org

positive correlation between teachers' soft skills proficiency level in the form of information management skills of the teachers and school performance. The entrepreneurial skills of the teachers positively and significantly correlated with school performance (r=.216, P<.01). This implies that improvement in the entrepreneurial skills of senior high school teachers is associated with improvement in school performance.

Table 3 shows that the career development programmes enrolled for the teachers positively and significantly correlated with school performance (r=.209, P<.01). This implies that improvement in the career development of senior high school teachers is associated with improvement in school performance. The internship programme for the teachers positively and significantly correlated with school performance (r=.344, P<.01). This implies that improvement in the internship training programme of senior high school teachers is associated with improvement in school performance.

Hierarchical Multivariate Regression Analysis

This section utilises hierarchical regression modelling method in examining the moderation of educational training programme of teachers and motivation in the effect of soft skills of teachers on the improvement of senior high schools. To achieve this goal, three main models were tested. The diagnostics or summary of the models is shown in Table 4.

Model	R	R^2	Adj. R^2	SE of the Estimate	Change Statistics					D-W
					ΔR^2	ΔF	df1	df2	Sig. ΔF	
1	.511[a]	.261	.233	.53425	.261	9.219	9	143	.000	2.174
2	.579[b]	.335	.304	.50889	.074	13.001	2	141	.000	2.112
3	.802[c]	.643	.595	.38814	.308	10.307	18	132	.000	2.076

a. Predictors: (Constant), Entrepreneurship, Critical Thinking, Professionalism, Lifelong learning, Information Managerial, Communication, Teamwork, Leadership, Problem-solving
b. Predictors: (Constant), Entrepreneurship, Critical Thinking, Professionalism, Lifelong learning, Information Managerial, Communication, Teamwork, Leadership, Problem-solving, Career Development, Internship
c. Predictors: (Constant), Entrepreneurship, Critical Thinking, Professionalism, Lifelong learning, Information Managerial, Communication, Teamwork, Leadership, Problem-solving, Career Development, Internship, LI_INT, CR_INT, EN_INT, EN_CD, CO_INT, IN_INT, IN_CD, CO_CD, PF_INT, LE_CD, TE_INT, LI_CD, PR_INT, TE_CD, PF_CD, CR_CD, PR_CD, LE_INT
d. Dependent Variable: School Performance

The R-Square result of the model 1 of 0.233 shows that about 23 percent of the improvement in the performance of senior high schools is explained by the soft skills of the teachers. From Table 4, the F-statistics of the model 1 shows that the soft skills dimensions statistically significantly explained the performance of the schools (F=9.219, P<.01). The change in the R-Square of the model 2 from model 1 of 0.074 shows that the career development programmes and the motivation for the

teachers explained about 7.4 percent of the improvement in the performance of the schools. The change in the F-statistics of the model 2 from model 1 shows that the career development and motivation of the teachers statistically and significantly explained the performance of the schools (F=13.001, P<.01). The changes in the R-Square of the model 3 from model 2 of 0.308 shows that the interactions in the model 3 explained about 31 percent of the improvement in the performance of the schools. The change in F-statistics of the model 3 from model 2 shows that the interactive variables statistically and significantly explained the performance of the schools (F=10.307, P<.01).

Table 5: ANOVA Result of Models

ANOVA[d]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	23.682	9	2.631	9.219	.000[a]
	Residual	67.074	235	.285		
	Total	90.755	244			
2	Regression	30.415	11	2.765	10.677	.000[b]
	Residual	60.340	233	.259		
	Total	90.755	244			
3	Regression	58.366	29	2.013	13.360	.000[c]
	Residual	32.390	215	.151		
	Total	90.755	244			

a. Predictors: (Constant), Entrepreneurship, Critical Thinking, Professionalism, Lifelong learning, Information Managerial, Communication, Teamwork, Leadership, Problem-solving
b. Predictors: (Constant), Entrepreneurship, Critical Thinking, Professionalism, Lifelong learning, Information Managerial, Communication, Teamwork, Leadership, Problem-solving, Career Development, Internship
c. Predictors: (Constant), Entrepreneurship, Critical Thinking, Professionalism, Lifelong learning, Information Managerial, Communication, Teamwork, Leadership, Problem-solving, Career Development, Internship, LI_INT, CR_INT, EN_INT, EN_CD, CO_INT, IN_INT, IN_CD, CO_CD, PF_INT, LE_CD, TE_INT, LI_CD, PR_INT, TE_CD, PF_CD, CR_CD, PR_CD, LE_INT
d. Dependent Variable: School Performance

Source: Field Survey (2022)

Table 5 shows that the Durbin-Watson result of the tested models of approximately 2.00 indicates that there are no elements of autocorrelation in the tested models. The Table 5 shows that there was no element of multicollinearity in the tested models as the tolerance values of the predictors were below 1 and the variance inflation factors (VIF) of the predictors were also all below 10.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.7 (2), September-December, 2022 https://ajemates.org

Table 6: OLS Hierarchical Regression Result

Model		Unstandard Coefficients		Standard Coefficients	t	Sig.	Collinearity Statistics	
		β	SE	Beta			Tolerance	VIF
1	**(Constant)**	**3.118**	**.408**		**7.634**	**.000**		
	Communication (CO)	.405	.120	.349	3.375	.001	0.319	3.137
	Teamwork (TE)	.580	.124	.549	4.666	.000	0.381	2.622
	Professionalism (PF)	.261	.118	.266	2.214	.028	0.278	3.593
	Leadership (LE)	.355	.122	.396	2.917	.004	0.351	2.851
	Critical Thinking (CR)	.586	.137	.501	4.260	.000	0.332	3.011
	Problem Solving (PR)	.299	.108	.284	2.779	.006	0.478	2.092
	Lifelong learning (LI)	-.009	.094	-.011	-.096	.923	0.264	3.791
	Info Managerial (IN)	.023	.080	.025	.283	.777	0.417	2.400
	Entrepreneurship (EN)	.003	.093	.003	.030	.976	0.302	3.306
2	**(Constant)**	**3.230**	**.416**		**7.771**	**.000**		
	Communication	.158	.076	.171	2.069	.040	0.310	3.224
	Teamwork	.321	.111	.339	2.884	.004	0.353	2.833
	Professionalism	.581	.139	.527	4.167	.000	0.367	2.725
	Leadership	.467	.120	.521	3.897	.000	0.306	3.273
	Critical Thinking	.405	.089	.424	4.571	.000	0.325	3.075
	Problem Solving	.550	.168	.473	3.276	.001	0.310	3.226
	Lifelong learning	.034	.094	.040	.365	.715	0.464	2.156
	Info Managerial	.030	.076	.032	.387	.699	0.416	2.404
	Entrepreneurship	.068	.089	.075	.761	.448	0.296	3.375
	Career Dev't (CD)	.263	.061	.303	4.271	.000	0.566	1.767
	Internship (INT)	.227	.067	.251	3.410	.001	0.527	1.899
3	**(Constant)**	**8.463**	**7.372**		**1.148**	**.252**		
	Communication	.399	.122	.372	3.282	.001	0.580	1.723
	Teamwork	.238	.105	.233	2.255	.025	0.484	2.067
	Professionalism	.390	.118	.326	3.306	.001	0.385	2.597
	Leadership	.342	.120	.381	2.855	.005	0.571	1.752
	Critical Thinking	.290	.088	.347	3.277	.001	0.365	2.741
	Problem Solving	.485	.152	.488	3.203	.002	0.829	1.206
	Lifelong learning	-.016	.098	-.018	-.158	.874	0.353	2.834
	Info. Managerial	.333	.076	.361	4.365	.000	0.474	2.110
	Entrepreneurship	.238	.090	.262	2.647	.009	0.345	2.900
	Career Development	.360	.063	.416	5.724	.000	0.314	3.187
	Internship	.333	.083	.314	3.995	.000	0.755	1.325
	CO_INT	.540	.161	.518	3.345	.001	0.352	2.842
	TE_INT	.184	.199	.301	.928	.355	0.278	3.598
	PF_INT	.370	.195	.546	1.890	.060	0.457	2.186
	LE_INT	.084	.230	.072	.364	.717	0.898	1.114
	CR_INT	.010	.184	.019	.055	.956	0.396	2.523
	PR_INT	.248	.271	.389		.361	0.555	1.803

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.7 (2), September-December, 2022 https://ajemates.org

LI_INT	.328	.175	.521	1.876	.062	0.415	2.412
IN_INT	.445	.146	.686	3.055	.003	0.299	3.339
EN_INT	.017	.115	.025	.148	.883	0.585	1.708
CO_CD	.540	.213	.504	2.366	.012	0.342	2.927
TE_CD	.424	.251	.788	1.687	.093	0.724	1.381
PF_CD	.482	.215	.445	2.246	.028	0.347	2.880
LE_CD	.118	.224	.225	.525	.600	0.643	1.555
CR_CD	.194	.244	.377	.795	.428	0.621	1.610
PR_CD	.341	.329	.604	1.036	.302	0.349	2.867
LI_CD	.402	.221	.586	1.814	.071	0.457	2.189
IN_CD	.139	.148	.249	.939	.349	0.450	2.224
EN_CD	.018	.139	.027	.127	.899	0.349	2.867

a. Dependent Variable: School Performance

Effect of Soft Skills of Teachers on School Performance

Model 1 of Table 6 shows that the teachers' communication skills are positively and significantly associated with school performance (β=.349, P<.01). The result shows there is impressive improvement that is associated with 0.349-unit improvement in the performance of senior high schools in the communication skills of teachers. This finding is supported by the study of Ariratana, Sirisookslip and Ngang (2015) that reported that any improvement in the communication skills stimulates higher teaching performance and hence result in improvement school performance. In order to achieve personal and professional aspiration as well as high team performance among individual team members, effective communication is the surest way (de Zulueta, 2016). Good communication skills are a stimulant to having a matured and effective conversation (Reinsch & Gardner, 2014).

The teamwork skills of the teachers are positively and significantly associated with school performance (β=.549, P<.01). The associated with 0.549 unit of the result shows significant unit improvement in the teamwork skills of teachers in the performance of senior high schools. This finding is supported by the study of Ngang, Yie & Shahid (2015) that reported that teamwork/collective work skills as a result of soft skills are significant and positively related with quality teaching and general school performance. It is reported extraordinary team work players demonstrate high level emotional intelligence which can affect performance positively or negatively based on the effectiveness of team members their emotional intelligence (Gee, Beno, Lindstrom, Lind, Post & Hirano, 2020). To illustrate, Jacolbia, (2015) asserted that good communication among individuals in team is a basic requirement for successful team performance and a fundamental element of the way the teams work together.

The professionalism of the teachers is positively and significantly associated with school performance (β=.266, P<.05). The associated 0.266 unit as the result indicates, shows significant unit improvement in the professionalism of teachers is improvement in the performance of senior high schools. This finding is

supported by several studies in the extant literature that reported positive effect of ethics, moral and professional skills on the performance of schools (for instance, Lavilles & Robles, 2017; Mohamed, Abozeid, Mohammed & Ahmed, 2019). The quality of work life and employee job-related results like organizational commitment, job satisfaction, etc is an outcome of positive effect of ethics (Sahni, 2019). Also, it emphasised that the leaders' moral competence has positive correlation to subordinates performance on their tasks (Geven, et al., 2018). The moral proficiency of the leaders determines the employees' attitude and behaviour in the organization. School administrators are of the view that, importance of managing the complexities of the job and hence school performance depends on once possession of ethical and moral skills (Ngang et al., 2015). Ethical sensitivity is perceived to open opportunities for cooperation in the school system (Diise, et al., 2018).

The teachers' leadership skills are positively and significantly associated with school performance (β=.396, P<.01). The associated 0.396 unit of the result shows that the performance of senior high schools is significantly improve on the account of the teachers' leadership skills. This finding is supported by the study of the study of Ngang, Mohamed and Kanokorn (2015) that reported significant and positive relationship between soft leadership skills and school improvement. Besides, the study of Craig, (2019) also reported that significant and positive relationship between soft leadership skills and school improvement. Besides, the study of Milletari et al., (2016) also reported that skills of leadership impact student achievement positively. In support of this finding, according to Goh, Pfeffer, & Zenios, (2015), one of the variables of high-performing schools is the dynamic school leadership. Leadership skill deemed to support higher academic performance as a significant component to the triumph of the education system. The critical thinking skills of the teachers positively and significantly correlated with school performance (r=.210, P<.01).

The critical thinking skills of the teachers is positively and significantly associated with school performance (β=.501, P<.01). This result shows that significant unit improvement in the critical thinking skills of teachers is associated with 0.501-unit improvement in the performance of senior high schools. This finding is supported by the study of Succi and Canovi, (2020). that reported that the critical thinking skills of teachers have positive relationship with the teaching success of teachers and hence school improvement, Sanoff, (2016) stressed that at all levels of educational learning system should include curriculums that support and develop critical thinking skills. In other to achieve learning outcomes such as creativity, motivation, collaboration and metacognition, critical thinking must be a significant part of the curriculum (Tang, 2020).

The problem-solving skills of the teachers is positively and significantly associated with school performance (β=.284, P<.01). The associated 0.284 unit of the result shows a significant unit improvement in the problem-solving skills of teachers in the performance of senior high schools. In support of this finding, Ngang, Yie and Shahid (2015) reported that teamwork/collective work skills as a result of soft skills are significant and positively

related with quality teaching and general school performance.

Influence of Educational Training Programmes and Motivation of Teachers on School Performance

Model 2 of Table 6 shows that the career development of teachers in senior high schools is positively and significantly associated with school performance (β=.303, P<.01). The result implies that 0.303-unit improvement in the performance of schools is as a result of associated unit increase in the career development of senior high school teachers. Model 2 also shows that the internship programmes of teachers during their training is positively and significantly associated with school performance (β=.251, P<.01). The result implies that 0.251-unit improvement in the performance of schools is as a result of an associated unit increase in the internship programme of senior high school teachers.

These findings are supported several studies in the extant literature that acknowledges the both internship educational programme and motivation practices within the teaching environment have stimulate professional and personal growth and skills (Anjum, 2020), improve student performance (Somprach, Popoonsak & Sombatteera, 2014) and eventually enhance school performance (Lavilles Jr. & Robles, 2017). The study of Somprach, Popoonsak and Sombatteera (2014) emphasized that an implemented educational programme in Primary Schools in the North Eastern Region of Thailand to develop the soft skills of teachers resulted in soft skills particularly, communication and presentation skill, innovation development, and teacher leadership improvement, that eventually learning achievement of student.

Moderating Role of Educational Training Programmes in the Effect of Soft Skills on School Performance

Model 3 of Table 6 shows that the significant and positive effect of communication skills of senior high school teachers on school performance (β=.372, P<.01) is positively moderated by the internship programme received by the teachers during training (β=.518, P<.01). This conclusion is drawn from the statistical significance of the effect of the interaction of communication skills of the teachers and internship on school performance (CO_INT) (β=.518, P<.01).
Also, the significant and positive effect of Information managerial skills of senior high school teachers on school performance (β=.361, P<.01) is positively moderated by the internship programme received by the teachers during training (β=.686, P<.01). This conclusion is drawn from the statistical significance of the effect of the interaction of information managerial skills of the teachers and internship on school performance (IN_INT) (β=.686, P<.01).

Moderating Role of Motivation in the Effect of Soft Skills on School Performance

Model 3 of Table 6 shows that the significant and positive effect of communication skills of senior high school teachers on school performance (β=.372, P<.01) is positively moderated by the career development of teachers (β=.504, P<.05). This conclusion is drawn from the statistical significance of the effect of the interaction of communication skills of the

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.7 (2), September-December, 2022 https://ajemates.org

teachers and career development on school performance (CO_CD) (β=.504, P<.05).

Also, the significant and positive effect of professionalism of senior high school teachers on school performance (β=.326, P<.01) is positively moderated by the career development of the teachers (β=.445, P<.05). This conclusion is drawn from the statistical significance of the effect of the interaction of professionalism of the teachers and career development on school performance (PF_CD) (β=.445, P<.05).

Factors Inhibiting the Soft Skills Development of Teachers

The factors inhibiting the soft skills development of teachers in senior high schools are identified and ranked in this section of the study through the non-parametric test of Kendall's ranking. The descriptive statistics, the Kendall's mean ranks and the associated ranks of the factors are presented in Table 7.

Table 7: Inhibitors of Soft Skills Development

Inhibiting Factors	Mean	Std. Dev.	Mean Rank	Rank
Inadequate training on soft skills	5.33	1.585	6.73	1st
Lack of integrating soft skills in teaching	5.07	1.437	5.81	2nd
Absence of well communicated job descriptions	4.86	1.805	5.67	3rd
Inadequate leadership competences and grooming	4.76	1.814	5.64	4th
Inadequate infrastructure and technology	4.89	1.636	5.60	5th
Inadequate support from the school	4.80	1.727	5.38	6th
Inadequate support of policy	4.71	1.617	5.37	7th
Inadequate self-motivation	4.63	1.948	5.28	8th
Inadequate soft skills Knowledge of leaders	4.63	1.832	5.19	9th
Burdensome application of soft skills	4.28	1.798	4.33	10th

Scales: [1=Extremely Disagree, 2=Disagree, 3=Fairly Disagree, 4= Undecided/Uncertain, 5=Fairly Agree, 6=Agree, 7=Extremely Agree]

The descriptive statistics of Table 7 shows that the main factors perceived by the respondent to inhibit the soft skills development of senior high school teachers included inadequate training on soft skills (μ=5.33, σ=1.59), lack of integrating soft skills in teaching (μ=5.07, σ=1.44), absence of well communicated job descriptions (μ=4.86, σ=1.81), inadequate leadership competences and grooming (μ=4.76, σ=1.81), inadequate infrastructure and technology (μ=4.89, σ=1.64), inadequate support from the school (μ=4.80, σ=1.73), inadequate support of policy (μ=4.71, σ=1.62), inadequate self-motivation (μ=4.63, σ=1.95), and inadequate soft skills knowledge of leaders (μ=4.63, σ=1.83). This finding is supported by several previous studies in the extant leadership literature that report burdensome application of soft skills (Ngang, Yie & Shahid, 2015), limited soft skills Knowledge of leaders (Lavilles & Robles, 2017), limited training on soft skills (Ariratana, Sirisookslip & Ngang, 2015; Meor Osman, 2017; Mohamed, Abozeid, Mohammed & Ahmed, 2019), limited support from the school (Pachauri & Yadav, 2014), and limited support of policy (Paknejad, 2016; Ngang, Mohamed & Kanokorn, 2015) as vital factors inhibiting the acquisition or development of soft skills.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.7 (2), September-December, 2022 https://ajemates.org

Table 8: Kendall's Coefficient of Concordance

Test Statistics	
N	133
Kendall's W[a]	.651
Chi-Square	660.605
Df	9
Asymp. Sig.	.000

a. Kendall's Coefficient of Concordance

Based on the Kendall's ranking, the highest ranked factor perceived to inhibit the soft skills development of teachers in senior high schools was inadequate training on soft skills with the highest mean rank of 6.73. The second and third ranked factors perceived to inhibit senior high school teachers' soft skills development were lack of integrating soft skills in teaching and the absence of well communicated job descriptions with mean ranks of 5.81 and 5.67 respectively. However, the least ranked factors in terms of inhibiting the soft skills development of senior high school teachers were the inadequacy of soft skills knowledge of leaders and burdensome application of soft skills with the two least mean ranks of 5.19 and 4.33 respectively. The Kendall's coefficient of concordance result of Table 8 shows that the respondent significantly agreed to the order of ranking of the factors due to the rejection of the null hypothesis of no agreement between the respondent (χ=660.6, P<.01). The level of agreement among the respondent as indicated by the Kendall's W[a] was about 65 percent.

Conclusion

Generally, teachers of different backgrounds cultivate certain elements of soft skills throughout their developmental process. In the soft skills developmental process, educational training is critical and requires high level of both managerial and policy attention. In the context of this study, senior high school teachers possess high level of soft skills in the form of communication, teamwork, professionalism, leadership, critical thinking, problem solving, lifelong learning, information management, and entrepreneurship. These forms of soft skills of the teachers are reported to be critical to the performance of senior high schools.

Besides genetics and environment, the development of soft skills is mainly based on the programmes at the various levels of the educational ladder. More so, the internship of senior high school teachers during their training plays positive and significant role in their soft skills development, and eventually on the performance of senior high schools. In addition, any form of motivational support to senior high school teachers in the form of career development support can also improve the soft skills of the teachers and eventually improve school performance. In conclusion,

positive effect of soft skills of teachers, particularly, communication, professionalism, and information management on the performance of senior high schools is positively moderated educational training and motivational support.

Recommendations

Based on the study's findings and the conclusions drawn from the findings, numerous policy and school level recommendations are being proposed for an immediate implementation to advance the development of soft skills of senior high school teachers.

1. **School Support for Soft Skills Development**

Evidence from this study showed that the one of the major inhibiting factors of the development of the soft skills of teachers in senior high schools is the limited support from the schools. The various secondary schools in Ghana are therefore recommended to provide adequate infrastructural, technological and financial support to teachers in the development of soft skills. The schools should setup effective IT infrastructure platform well equipped with technological equipment like computers and projectors etc. Teachers can also be supported financially to undertake soft skills classes with higher tertiary institutions in Ghana.

2. **Policy Support for Soft Skills Development**

This study reported the limited support of policy as a vital inhibitor to the soft skills development of teachers in Ghana. In addition, this study emphasises on the importance of soft skills development to the input of teachers and school performance. This study therefore recommends policy makers like the Ministry of Education and the Ghana Education Service to develop an effective policy on soft skills development of teachers. The policy could include soft skills as part of the course of study requirement of teachers in the various tertiary institutions in Ghana.

3. **Training and Workshop on Soft Skills Development**

The study reported inadequate training on soft skills as a critical inhibitor to the soft skills development of senior high school teachers in Ghana. Aside from policy, the Ghana Education Service should periodically organise workshops, seminars and training programmes for teachers in senior high schools in Ghana. Soft skill training department for teachers can be established by either the Ministry of Education or the Ghana Education Service. This department can be tasked with the responsibilities of periodically organising soft skills training programmes for senior high school teachers in Ghana. The administrative and team leaders of individual schools can incorporate short training sessions during group meetings. They can start a meeting by discussing a specific soft skill with groups, so teachers can learn something new and develop these skills.

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