

VULNERABLE PUPILS' SOFT SKILLS RELATED SCIENTIFIC ATTITUDE IN SOUTHWESTERN NIGERIA

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ABSTRACT

The education given to vulnerable children must be functional enough to bring them out of the vulnerability status by ensure their ability to gain lucrative job that can give financial capacity. In today's world, this type of education must leverage Basic Science and Technology (BST) to impact holistic development. Besides, cognitive development in BST, behavioural dimensions of the pupils such as attitude of science and appropriate soft skills are other indicators of the extent the pupils will engage and be successful in sciencing in the future. In particular, soft skills are required to complement the developed cognitive skills for functioning in this twenty-first century. Efforts in Nigeria have been todays giving Basic Education to the vulnerable children. Not much have been done about the behavioural dimension of such education, most especially, the orphans and those with learning disabilities. This study assessed two soft skills related to scientific attitude, that is, integrity and team spirit. A descriptive survey research design was employed, and a multi-stage sampling procedure was used to select 50 orphans and 45 pupils with a mild learning disability in southwestern Nigeria. The data collected were analysed using frequency count, percentages, mean and t-test. The findings indicated that integrity and team spirit are below average. In addition, these soft skills were not significantly different based on gender and the type of vulnerability. It was concluded that there is low integrity and team spirit among the vulnerable. Suitable interventions were also recommended to improve the soft skills.

Keywords: Vulnerable children; Soft skills; Scientific attitude; Integrity and team spirit; Southwestern Nigeria.