

EVALUATION OF MANPOWER DEVELOPMENT PROGRAMMES OF CRAFT DEVELOPMENT CENTRES: A CASE STUDY OF RIVERS STATE, NIGERIA

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Abstract

The study evaluated craft development centres' programmes and manpower development in Rivers State, Nigeria. The research sample consisted of 80 students and 25 instructors and was randomly sampled. Two research questions and two hypotheses were posed, formulated and tested respectively. A twenty items structured questionnaire was developed for the study. T-test, standard derivation and mean were used to analyze the data collected. Based on the findings, some recommendations were made towards the enhancement of craft development centres in Rivers State, Nigeria.

Key words: *craft development centre, development, evaluation, manpower development, Rivers State, Nigeria.*

Introduction

The word education as a concept has as many definitions as there are many authorities in the field. However, it is generally accepted that education involves a desirable change in human behavior through the process of learning and teaching.

Fafunwa (1974), contributing to the many definitions of education said that education is that which generation gives to its young ones, meant to make them develop good attitudes, abilities, skills, and other behaviors which have positive value to the society in which they find themselves. Some people have stressed the fact that education is an unending task. If this is true then, it is not a provision only for the young ones. Manilla (1988), defined education as a transformation aimed at realizing all the necessary conditions for fulfilling the personality of the individual.

The National Policy on Education (FRN, 2004), states that education among others as the acquisition of appropriate skills, abilities and competencies, both mentally and physically meant to equip the individual to live in and contribute to the development of the society. It is the society that dictates the tune of the music for education not only that it pays the piper but because it is the function of every meaningful and progressive society to inculcate into its citizens what it values at any given point in time via the instrumentality of education. This is to say that society values what it needs, what it desires, what it craves for and that society value may change over time.

Consequently, Adesina (1977) said that this is due mainly to the fact that needs creates a drive within an individual and when the need is met, the drive for that particular need wanes and at the same time the driver for a higher need becomes potent. The amount of energy or force

with which an individual or society pursues what it needs and thus it is termed “motivation”. Abraham Maslow has been quoted by Adesina (1977), as having given the best modules of human needs and classified need in a five level hierarchical order of need.

A critical look at the Nigerian society clearly portrays the fact that the country has hardly climbed above the most basic needs which are needs for food, shelter and clothing. Although, the National Policy on Education tried to direct education to the need of the society (FRN, 2004). The 1969 education curriculum conference was the first serious attempt of indigenous education that provides a sense of direction quoted by Manilla (1988). It was at this conference that the 6-3-3-4 system of education was advocated. The philosophy behind the system is based on the integration of the individual into a sound and effective citizen. It implies that education has to be oriented towards self-realization, better human relationship, and national consciousness, scientific and technological progress.

Amaewhule (2011) said that, lack of proper guideline and frequent policy charges, coupled with economic strangulation have crippled the 6-3-3-4 programme. He also said that the idea of the 6-3-3-4 programme is good but the implementation is the log in the wheel of the system, which is geared towards practical orientation to education. He regretted that equipment for the programme are not available in most schools with the implication, that after finishing JSS 3, the vocational skills are not required defeating the aim of the 6-3-3-4 system.

However supporting Amaewhule (2011), Shade (1994) stated that the system involves functional education which makes an average school leaver fit into the labour market. According to him, the system that operates now is basically theoretical which places graduate in the market place without skills to sell. Even if all were well with the implementation of the system, Shade (1994) pointed out that one very important issue or element is improper planning. According to him, it should be noted that technical people of all specialties, function in a certain hierarchical order, artisans, craftsman, technicians, technologist and engineer in that sort of order. Each craftsman needs so many artisans to be effective and every technician also needs many craftsmen as to be effective. In other words, the training scheme must take their relatives in numbers in account. Otherwise, there will be a freak surplus of skilled manpower at various levels because of the lack of supporting personnel.

It was in effort to convert some of these anomalies that the Okilo led administration in Rivers State converted the Rivers State College of Science and Technology to a full-fledged university. This administration went further to establish junior and senior technical colleges as well as craft development centres in almost all the local government areas of the former Rivers State.

According to Okilo (1982), the craft development centres were established in response ‘to the immediate need of craftsmen and artisans of which the state could only provide 7.5 percent of its needs. He said that, the craft development centres were industry oriented to produce masons, plumbers, fitters, electricians, motor mechanics, etc. In course of 6 to 24 months duration, he further added that, opportunities were to be made available in the craft development centres for gifted and talented students to be developed for direct entry into appropriate classes in the junior and senior technical colleges.

However, Nwosu (2007) stated the importance of skill acquisition at any level as enunciated in Rivers State cannot be over emphasized. Technical institutions where skills are taught and learned should be well funded not only for the prestige of it but for the technological benefit of the individual student, the Nigerian society and the world at large.

Statement of the Problem

The craft development programme is a technical programme with emphasis towards practically oriented skill education. According to Adekola (2010), the effectiveness of a programme cannot be complete without evaluation of its activities to enhance further good performance of its objectives. The lack of basic infrastructural facilities such as equipment in workshops, materials for practical work and tools pose a serious problems to the achievement of the objectives of the process of teaching and learning especially in the case of craft development centres and manpower development.

Significance of the Study

The priority of the craft development centres is to enhance the quality of skilled manpower in Rivers State. It is therefore paramount that this study will be beneficial to the management of craft development centres as an institution. The study will also be profitable to the National Board for Technical Education (NBTE) in policy making. The Rivers State and Federal Government of Nigeria will not be left out of the benefit, if they will embrace the suggestions in this study prior to the youth development and empowerment which give rise to socio-economic growth. Instruction and learning will be improved, students will turn out to be good ambassadors of their schools and graduates with sense of fulfillment.

Scope of the Study

The priority of this study is to evaluate craft development centre programmes and manpower development in Rivers State, Nigeria. The areas covered in this study are assessing the curriculum, funding and disbursement, the effectiveness of the workshop, equipment and instructional methodology, assessing the incentive factors put in place like salary, loan, promotion and over-viewing appraisal of the programmes in terms of job placement of graduates in the industry, companies as it affect the desired goal.

Research Questions

Two research questions as shown below were posed for the study:

1. What instructional factors affect craft development centres in the development of human skills in Rivers State?
2. What human factor affects the basis for choice of specialization by craft development centre students in human skills development?

Purpose of the Study

The main purpose of the study was to evaluate craft development centres programmes in Rivers State, Nigeria.

Specifically, the purposes of the study are to;

1. Ascertain whether instructional factors affect craft development centres programmes.
2. Determine if human factors affect the choice of specialization by craft development centres' students in human skills development

Hypotheses of the Study

Based on the purpose of this study, the two null hypotheses were formulated for the study:

- Ho₁: There is no significant difference in the responses of students and instructors on instructional factors in the development of human skills in craft development centres in Rivers State, Nigeria.
- Ho₂: There is no significant difference in the means scores on the responses of choice of specialization by craft development centres students on human skills development in Rivers State, Nigeria.

Research Methodology

The study adopted a survey research design of all the craft development centres in Rivers State, Nigeria. The transactional evaluation mode was also employed. The design used was appropriate as it permitted the use of questionnaire items to determine the opinion of the respondents about the issues raised in the study. The population of this study comprised students and instructors of Craft Development Centres in seven major towns in Rivers State, Nigeria: Port Harcourt, Ahoada, Bonny, Bori, Degema, Isiokpo and Nchia-Elleme. The sample for the study comprised 105 respondents of which 80 were students and 25 were instructors and were randomly sampled due to sampling constraints as a result of crises in the state. The instrument used for data collection in this study is a questionnaire containing structured items. It was designed to elicit information on the evaluation of craft development programmes and manpower development in Rivers State, Nigeria. The items were carefully and articulately framed bearing in mind that the responses so desired form the nucleus of the study. In addition to a checklist design, the instrument adopted the Likert-type 4-point summated rating scale of agreement with assigned values of Strongly Disagree (SD) -1, Disagree (D) -2, Agree (A) -3, and Strongly Agree (SA) - 4 in order of agreement. The design of the questionnaire was based on the research questions and the hypotheses raised in this study. The reliability of the instrument was authenticated by a pre-test interview technique. The instrument was exposed to a sample target at two different visits with an interval of seven (7) days. The questionnaires were then subjected to reliability test. The reliability co-efficient was 0.85 which was considered adequate for the study.

Results of Research

Research Question 1

What instructional factors affect craft development centres in the development of human skills?

Table 1. Analysis of Mean Responses for Instructional Related Factors.

S/N	Factors	Instructors' Mean Responses	Students' Mean Responses	Average Mean Responses	Remarks
1.	Insufficient workshop equipment	2.05	2.20	2.13	Reject
2.	Availability of consumable materials	3.30	1.00	2.15	Reject
3.	Provision of adequate audio-visual aids	0.80	4.00	2.40	Reject
4.	Insufficient practical works	3.20	2.00	2.60	Affect
5.	Insufficient practical time	2.10	3.10	2.60	Affect
6.	Stability of electricity for instruction.	0.70	3.50	2.10	Reject
7.	Inadequate workshops.	4.30	0.90	2.60	Affect
8.	Shortage of technical books	3.10	2.10	2.60	Affect
9.	Sufficient library facilities	3.00	1.60	2.30	Reject
10.	Obsolete equipment replace	0.60	3.60	2.10	Reject

The results in Table 1 above show the mean responses of instructional related factors. Results presented in Table 1 above indicate that non-availability of instructional materials are major factor affecting human skill development in craft development centre in Rivers State. From the table above, insufficient workshop equipment has a grand mean of 2.13; availability of consumable materials has 2.15 as grand mean; provision of adequate audio-visual aid has a grand mean of 2.40; insufficient practical works has a grand mean of 2.60; stability of electricity for instruction with 2.10 as grand mean; inadequate workshop (has a grand mean of 2.60; shortage of technical books has a grand mean of 2.60; sufficient library facilities has a grand mean of 2.30 and obsolete equipment with a grand mean of 2.10.

Research Question 2

What human for affect the choices of specialization by craft development centres' students in human skill development?

Table 2. Analysis of Mean Responses for Human and Choices of Specialization Related Factors.

S/N	Factors	Instructors' Mean Responses	Students' Mean Responses	Average Mean	Remarks
1.	Absence of career counselling services	1.50	3.60	2.55	Affect
2	Insufficient instructors	3.00	1.40	2.20	Reject
3	Attendance of instructors	3.60	1.70	2.05	Reject
4	Guardian/Parents influence	0.70	4.10	2.04	Reject
5	In-service training for instructors	1.00	3.20	2.10	Affect
6	Motivation of instructors and students	1.00	3.30	2.10	Reject
7	Government provision of adequate funds	0.10	4.00	2.05	Reject
8	Funds provided are managed properly	1.00	3.90	2.45	Reject
9	Departments are provided with funds	0.90	3.80	2.35	Reject
10	Lack of specialist instructors	3.40	1.00	2.60	Affect

SOURCE: FIELD REPORT, 2012

The results in Table 2 above, show the mean responses of human and choices of specialization related factors. The result indicates that personnel related matter is one of the major factors affecting the choice of specialization in human skills development of craft development centres students in Rivers State, Nigeria. The results revealed that absence of career counseling services has a grand mean of 2.55; insufficient instructors with 2.20 as grand mean; attendance of instructors has a grand mean of 2.05; guardian/parent influence has a grand mean of 2.04, in-services training for instructors and motivation of instructors and students has grand mean of 2.10 respectively, government provision of adequate funds has grand mean of 2.05, departments are provided with fund has grand mean of 2.35. Lack of specialist instructors has grand mean of 2.60 and funds provided are managed properly has grand mean of 2.45.

Testing of Hypothesis

Hypothesis I (Ho₁)

There is no significant difference in the responses of students and instructors on the effect of instructional factors in the development of human skills in crafts development centres in Rivers State, Nigeria.

Table 3. Computation of Results using Chi-Square.

S/N	Instructional Related Factors	Students Responses			Instructors Responses		
		O	E	χ^2 Chi-Square	O	E	χ^2 Chi-Square
1.	Insufficient workshop equipment	41	38.3	0.9	42	39.3	0.18
2.	Availability of consumable materials	38	35.9	0.12	61	59.8	0.02
3.	Provision of adequate audio-visual aids	19	16.2	0.48	53	50.3	0.05
4.	Insufficient practical works	38	35.9	0.12	40	37.6	0.15
5.	Insufficient practical time	45	42.1	0.20	55	53.6	0.03
6.	Stability of electricity for instruction	47	43.8	0.23	49	40.9	0.09
7.	Inadequate workshops	55	52.4	0.13	37	34.2	0.22
8.	Shortage of technical books	45	42.8	0.11	32	28.1	0.54
9.	Sufficient library facilities	49	46.2	0.16	36	32.6	0.35
10.	Obsolete equipment	39	36.7	0.14	58	55.0	0.14
	Column Total	407	390.30	1.88	482	431.4	1.77

df= 1; p>0.05

Results from Table 3 revealed that Chi-Square (χ^2) calculated value of student responses' indicate 1.88 while the responses of instructors' Chi-Square (χ^2) calculated value indicate 1.77. In course of the above result, the hypothesis is upheld; which proves that there is no significant difference in their responses on the effect of instructional factors in the development of human skills in craft development centre in Rivers State, Nigeria.

Hypothesis 2 (Ho₂)

There is no significant difference in the means scores on the responses of choice of specialization by craft development centres' students on human skills development in Rivers State, Nigeria.

Table 4. Computation of Results using Chi- Square.

S/N	Instructional Related Factors	Students Responses			Instructors Responses		
		O	E	χ^2	O	E	χ^2
1	Absence of career counseling services	42	38.3	0.19	43	42.6	0.03
2	Insufficient Instructors	42	36.4	0.33	0.48	47.2	0.01
3	Attendance of Instructors	35	33.2	0.09	47	46.7	0.00
4	Guardian/Parent influence	3B	35.9	0.12	48	46.7	0.06
5	In services training to Instructors	47	46.1	0.02	51	50.2	0.01
6	Motivation of Instructors and Student	47	43.8	0.23	44	43.6	0.08
7	Government provision of adequate funds	55	52.4	0.12	49	46.2	0.16
8	Funds provided are managed properly	44	42.4	0.05	47	46.7	0.01
9	Department are provided with fund	49	44.2	0.52	45	43.1	0.08
10	Lack of Specialist Instructors	45	44.7	0.00	50	44.2	0.01
	Column Total	443	419.4	1.67	472	503.4	0.45

df= 1; $p > 0.05$

Results from Table 4 above, revealed that the calculated value of Chi-Square (χ^2) for male student is 1.67. And the calculate value of Chi-Square (χ^2) for female student is 0.45. The hypothesis was rejected in view of the fact that the calculated value of male responses is greater than the female calculated value with 1.22. This shows that there is a significant variation in the opinions of the two groups of respondents with respect to choice of specialization towards human skill development in craft development centres of Rivers State, Nigeria.

Discussion

From the above analysis, it is very clear that many factors affect manpower development programme in the craft development centres of Rivers State, Nigeria. These factors range from instructional factors, human factors to funding factors such as, insufficient workshop equipment, non availability of consumable materials, non-provision of audio visual aids, insufficient workshop practice, shortage of technical books, instability of power supply, obsolete equipment, absence of career counselling services, non provision of adequate funds, inadequate instructors, lack of motivation for staff and students, etc.

In the light of the above, it is not possible for any meaningful programme through teaching and learning to be achieved. Manpower development is skills acquisition oriented programmes that involves the adequate provision of the above requirement. The findings further revealed that libraries and specialist in specific areas are completely absent.

Conclusion

The study highlighted the programmes of craft development centres and their evaluation in order to improve on human skills development. It must be noted that for teaching to be meaningful, especially in the area of science and technology, the appropriate training equipment must be put in place, and more so, the appropriate trained personnel to operate the equipment and facilitate the instructional process for conceptualization of the subject matter should also be made available.

Recommendations

Based on the findings, the following recommendations are made:

1. The authorities concerned should formulate policies whereby consumable materials should be provided for effective practical instructions through the mega oil producing companies in the state such as Shell Petroleum Development Company of Nigeria, Nigeria Agip Oil Company, TotalEIPFina, ExxonMobil Producing Company, Chevron, etc.
2. Government should provide generators to complement the electricity supply from the national grid.
3. Career counsellors should be posted to all the centres to assist students in their career choices.
4. The workshops in the centres should be provided with modern day's equipment and tools to enhance training.
5. Companies should encourage the pace of technical education by accepting students sent for industrial training. The Industrial Training Fund (ITF) should be given enough power by government to enforce this.
6. Adequate supply of suitably trained and qualified instructors is the foundation on which successful schooling is built. If the effectiveness of the programmes is to be realized, government should therefore employ more instructors to meet the requirement of the craft development centres/units.
7. Government should also try to retain and motivate the few instructors by improving their conditions of services.
8. Government should come up with a renewed policy on technical education funding.
9. Adequate funds should be made available for craft development centres to enable them acquire and equip up to date workshops.
10. Finally authorities of the centres should provide adequate security to obviate the vandalization of training material.

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