



Contributions of Adult Vocational Education Programmes to Community Development in Gokana and Khana Local Government Areas of Rivers State, Nigeria

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Author's contribution

The sole author designed, analysed, interpreted and prepared the manuscript.

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ABSTRACT

The study examined the contributions of adult vocational education programmes to community development in Gokana and Khana Local Government Areas of Rivers State. Adult Vocational education programmes as a practise, is an important element that should not lacking in the community; as the adults constitute the functional human element of the society. Four research questions were used to guide this study. The population of the study was 2822 consisting of members of the unions and associations, of which a sample of 1975 members were drawn from the population. The instrument for data collection was structured questionnaires and the collected data were analysed using simple frequency distributions and mean scores. The findings of the study revealed that adult vocational have contributed to the development of the communities, increase productivity, increase in family income, and self reliance. The study recommends that more vocational education centres should be in all the communities in Gokana and Khana, in order for everyone to benefit from the self-sustaining venture and the participants should adopt the method of **each one**, teach one.

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1. INTRODUCTION

Education is an important tool for development and literacy and it is expected to be an instrument for better insight for both men and women to take advantage of, for the actualisation of their dreams. Educating, enabling and empowering are at the core of any community development. Community development seeks to effect changes by equipping or empowering the local people to build and initiate their own progress and achieve personal success. These skills are often concentrated around building political powers through the formation of large social groups working for a common agenda. There is a consensus in the literatures that community development must understand both how to work with individuals and how to affect communities positions within the context of larger social institutions [1]. Dokubo [2] refers to community development as an integral part of adult education for the fact that it is used as a forum for acquiring knowledge through which adult members of the community will be exposed to the value-culture and norms of that society through community development. Development can only be possible if made through human centred process and which can be achieved by adult education programmes. Adult education is intended to help individuals to appreciate the need for a better life in the various communities.

Adult vocational education programmes must aim at strengthening individuals to face challenges within and outside their communities. Adult vocational education programmes enhances the knowledge of adult members in the communities. Adult vocational educational programmes should be gear toward giving the people their desired skills, by working together with the respective communities; this is because the communities know and understand what their people need to make life better and more effective for the development of their area. In this way adult vocational education, as a social activity, takes place within specific social, political and economic relations and links with community development questions, both domestically and internationally [1]. In this regard, the aim of conducting adult vocational education programmes and community development initiatives is to prepare individuals formally and informally for their different roles in a technological society. Adult and vocational education is aimed at influencing, informing,

educating and training the adults in achieving their dreams even without a formal education or a government paid job. Many people who could not afford a higher education become jobless and may be regarded as not being useful or not having any potentiality. Adult vocational education in a way extracts the potentials in the people, making those who could not afford any form of formal education acquire skills that will make them self-employed. Adult vocational education practically changes the people's perception of believing that they can only get a sustainable livelihood by obtaining higher education and a government job [3,4].

Vocational education has reduced the level of unemployment in the study area. Adult vocational education has now become eminent in curbing the problem of unemployment, as skills acquired through adult vocational education can be a spring board for attaining higher level of self-reliance and gaining employment. Various types of adult vocational education programmes (carpentry, plumbing, masonry, fashion and beauty care) were organized and have their centres in the study area. Other private enterprises had also organised vocational programmes; for example, SMADAN (A Non Government Organisation) carried out entrepreneurship development programme and SUREP (An automobile company) organized automobile training in car services, automobile generator services, electrical wire or installation, repairs of handsets) in the study area. Some local oil serving companies organised programmes in industrial safety and hospitality hotel management. People engage in adult vocational education programmes because it is an instrument for change. It helps to modify the behaviour of individuals in the community in many ways. It helps to improve the critical thinking quality of the individuals. It modifies behaviours of people towards production through acquisition of knowledge and skills in relevant occupations. People are also involved in adult vocational education programmes because of the development of economic activities in the community.

Adult Vocational education programme is not new to the people of Ogoni, as it has been in practice several decades ago even before the coming of the Europeans who later introduced formal education; which some African elites were against such introduction as they claim that it

was half-baked in pattern or content and exploitative in nature. Adult vocational education programme as a practice is an important element that should not be lacking in any community; this is so because it is the adult that constitute the functional human element of the community. This human element comprises people of diverse experience, educational background, technical know-how, ability, belief and needs. To ensure their continuous relevance in the community, they need education. Such education may be to correct previous knowledge or increase the level of educational attainment. As for adults already in some form of employment; the only form of education suitable and relevance to their condition is the adult vocation education.

1.1 Objective of the Study

The objective of the study is to examine the contributions of adult vocational education programme to community development in Ogoni of Rivers State. Specifically, the following questions were used to guide this study:

- i. What are the identified adult vocational education programmes carried out to promote community development in Ogoni of Rivers State?
- ii. What are the strategies of adult vocational education programmes in promotion of community development in Ogoni of Rivers State?
- iii. What the socio-economic contributions of adult vocational education programmes to community development in Ogoni of Rivers State?
- iv. What are the factors that promote the contributions of adult vocational education programmes to community development in Ogoni of Rivers State?

2. THEORETICAL FRAMEWORK

Three relevant theories and their implications on adult vocational education programmes as a means of empowering rural dwellers economically and socially are considered.

2.1 McGregor Theory x and y

Theory X states that the average human being has an inherent dislike for work and will avoid it if he can. Because of this human characteristic of dislike for work, most people must be coerced, controlled, directed, and threatened with punishment to get them to put forth adequate

effort toward the achievement of organizational objectives [5]. The average human being prefers not to be directed, and wishes to avoid responsibility, have little ambition and wants security above all [5]. Therefore, this theory assumed that people are passive and resistant to organizational objectives.

2.2 On the other Hand, Theory Y Assumes that

- i. The average human being does not inherently dislike work. Rather, depending upon controllable conditions, work may be a source of satisfaction or a source of punishment.
- ii. External control and the threat of punishment are not the only means for bringing about effort towards the organizational objectives to which he is committed.
- iii. Commitment to an objective is a function of the rewards associated with their achievement.
- iv. The average human being learns, under proper conditions, not only to accept but to seek responsibility.
- v. The capacity to exercise a relatively high degree of imagination, ingenuity and creativity to the solution of organizational problems is widely, not normally distributed in the population.
- vi. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

Therefore, from the foregoing, people are not by nature passive. Man was created by God to have pleasures and satisfaction in all his hard works according to the wise man, King Solomon of the Bible. Also, men are not naturally resistant to organizational goals. If they are, it is as a result of their experiences in the organization. Threats of punishment are not the only means of bringing effort toward organizational objectives. Man will exercise self-direction and self-control to achieve objectives to which he is committed. Industrial education programmes should therefore create an environment that encourages maximum commitment to the organizational objectives.

Consequently, it is imperative that learners must be involved in the programmes and projects of vocational education in order for them to carry out the organizational objectives. Nzeneri [6] posited that when people are involved in need assessment, project identification, planning,

execution and utilization of resources; the pride of ownership is achieved. As a result of the above stated reasons, all the participants in the completed projects will see such completed projects as their own and will also shown the need to create good learning environments for vocational education programmes in order to achieve their objectives for the learner and the society at large [4].

2.3 Empowerment Theory

According to Ledwith [7], 'empowerment is an alternative solution to the redistribution of unequally divided resources'. Empowerment is more than providing the resources for people to help themselves out of poverty, it is the act of providing the necessary tools to shape the whole person and promote a critical way of thinking and consciousness [7].

This theory can be applied to development work, ensuring that everyone in the society benefit and feel a sense of belonging [8]. Action needs to be taken through advocating for change on individual, community and policy level. Empowerment can be attained through working together and forming a collective state of consciousness that promotes and encourages change. The empowerment theory could be used to promote a collective voice in the work environment. This theory, when executed correctly and collectively has the potential to change the face of business centre and the ways in which people of power interact with people of lesser power in the business world.

Empowerment theory can also be applied in community development by involving members of the community in organizational planning processes. In this way community organizers can engage community members and provide an opportunity for members to take ownership of the

direction and future of their own community during transitional time. It can also be used in community building process. Members in community building process could be provided with tools to help themselves rather than community leaders finding solution for the members [9,10].

3. METHODOLOGY

3.1 Research Design

Research design for the study was survey research design. This survey design method does not aim at discovering new phenomena but is concerned with condition or relationship that are going on, effects that are being felt or trends that are developed [10,11]. Based on this, the survey design is suitable for getting relevant information or data relating to the attitude of Ogoni people, their knowledge toward the contribution of adult vocational education programmes to community development in Gokana and Khana Local Government Areas of Rivers State. The design was considered appropriate for the study because survey research is one which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representatives of the entire group [12]. This was applicable to this study.

3.2 Population of the Study

The population for the study consists of 2,822 members of union of mason, (building in construct) and hair dressers as well as Union of Plumbers in Gokana and Khana Local Government areas of Rivers State, Nigeria. The members of the associations are participants of adult vocational education programmes in Gokana and Khana Local Government Areas of Rivers State, Nigeria.

Table 1. Distribution of population of the study in Gokana and Khana local government areas of Rivers State

S/N	Names of unions and associations	Total number of associations
1	Union of mason (building and construction) Bori.	650
2	Union of mason (building and construction) Gokana	617
3	Association of Gokana Young Barbers	425
4	Association of hairdressers	450
5	Gokana Union Plumbers	300
6	Bori Union of Plumbers in Khana Local Government Areas of Rivers State	380
Total		2,822

Source: Fieldwork, 2018

Table 2. Distribution of sample of the study in Gokana and Khana local government areas

S/N	Names of unions and associations	Population	Sample size
1	Union of mason (building and association) Khana	650	483
2	Union of mason (building and construction) Gokana	617	482
3	Association of Gokana Young Barbers.	425	276
4	Association of Khana Hairdressers	450	292
5	Gokana Uion of Plumber	300	195
6	Bori union of plumbers in Khana local Government Areas of Rivers State.	380	247
Total		2,822	1,975

Source: Fieldwork, 2018

3.3 Sample and Sampling Technique

Proportionate stratified random sampling technique was used to drawn this sample. The sample of the study consisted of 1,975 members of association of young barbers, hairdressers and union of mason, plumber, representing 70 percent of the population of the study as shown on Table 1. Six groups have been chosen for this study from the areas of study. This is done for proper and easy collection of data.

3.4 Method of Data Collection

The researcher with the help of four (4) research assistants administered 1975 copies of the questionnaire to the respondents during their meetings in area of the study. 1885 copies represent 95.4 percent of the questionnaire were retrieved from the respondents. 90 copies of the questionnaire representing 4.6 percent were not returned by the respondents. 51 copies of the returned questionnaire representing 2.71 percent were not correctly completed and were not used for the study. 1834 copies of the returned questionnaire representing 97.29 percent which were correctly completed by the respondents were therefore used for the data analysis.

3.5 Method of Data Analysis

The data collected were analyzed using mean scores to answer the research questions that guided the study. The responses to the questionnaire were based on a four point scale as follows:

- Strongly Agree (SA) 4
- Agree (A) 3
- Disagree (D) 2
- Strongly Disagree (SD) 1

The data so generated were organized, analyzed and presented in tables for the purpose of clarity.

The mean [x] for each item were obtained using the formula

$$x = \frac{\sum fx}{N}$$

where,

x = mean, E = add together, f = frequency of occurrence, multiplied by the weight N = Number of event or observation. The points on the rating scale in the questionnaire were added and the sum divided by 4 (since it is a four scale). i.e;

$$\frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$$

The number of responses that were obtained was multiplied by the assigned corresponding point to get number of responses. The number of responses is added together in order to get total weighted agreement which is divided by the number of respondents to get the mean score.

Decision to accept or reject any item in the questionnaire is based on a criterion mean of 2.5. For any item in the questionnaire to be accepted, it must have a mean score 2.5 and above; but if lower than 2.5, it is rejected.

4. RESULTS

In this study five research questions were used to guide the study. Mean scores were used to analyze the data for answering the research questions. The findings of this study are also summarized.

4.1 Research Objective One

The adult vocational education programmes embarked upon in Gokana and Khana Local Government Areas of Rivers State.

The data to answer objective I is shown in Table 3.

The field data as shown on Table 3 identified some vocational programmes that has been carried out in the study area:

- i. Smadan carried out entrepreneurship development programmes;
- ii. Skill acquisition training in carpentry, plumbing, mason, fashion and beauty care were some of the adult vocational education programmes;
- iii. Sure-P also organized automobile training in Gokana and Khana Local Government Areas of Rivers State;
- iv. Automobile trainings programmes for car services, automobile generator services;
- v. Industrial safety, hospitality/hotel management are some of the adult vocational education programme.

4.2 Research Question Two

The strategies of adult and vocational education programmes in promotion of community development in Gokana and Khana Local Government Areas of Rivers State.

The data to answer question II is shown in Table 3.

The data in Table 4 indicate that the respondents accepted the following ranging from the highest to the lowest means score on the strategies of adult vocational education programmes in promotion of community development in Gokana and Khana Local Government Area of Rivers State:

- i. Awareness creation strategy helps people to be aware of the important of adult vocational education programmes in promoting community development.
- ii. Proper strategy of selections of venues for the programme can also promote community development.
- iii. Strategy of helping people at the end of their training can promote community development.
- iv. Training strategy of using knowledgeable facilitator in adult vocational education programmes promotes community development.
- v. Effective selection of time for adult vocational education programmes can also promote community development.

4.3 Research Question Three

The economic contributions of adult vocational education programmes to community development in Gokana and Khana Local Government Areas of Rivers State.

The data used to answer research question III is shown on Table 5.

The data in Table 5 show that the respondents accepted the followings starting from the highest to the lowest mean score on the economic contributions of adult vocational education programmes to community development in Gokana and Khana Local Government Areas of Rivers State:

- i. Creation of employment opportunity for people.
- ii. Increase productivity in areas of the study.
- iii. Increase family income of people helps to contribute to economic growth.
- iv. Adult vocational education programmes lead to self-reliance in area of the study and promotion of economic growth.

4.4 Research Question Four

The Factors that Promote the Contributions of Adult vocational Education Programmes to Community Development in Gokana and Khana Local Government Areas of Rivers State.

The data used to answer research question IV is shown in Table 6.

The data in Table 6 reveal that the respondents accepted the followings beginning from the highest to the lowest mean score as the factors that promote the contributions of adult vocational education programme to community development in Gokana and Khana Local Government Areas of Rivers State.

- i. Peace among the people of Gokana, Khana and the facilitator is a factor that promotes adult vocational education.
- ii. Provision of funds for adult vocational education programmes can promote effectiveness in the programmes.
- iii. Willingness of the people of Gokana and Khana to participate in adult vocational education programmes.
- iv. The availability of tools material and instrument needed for adult vocational education programmes helps people to acquire relevant skill to contribute to community development.

Table 3. Programmes embarked upon to promote community development

S/N	Research	SA4	A3	D2	SD1	Total	Mean	Remark
1	Skill acquisition training in carpentry, plumbing, mason, fashion and beauty care are some of the adult vocational education programmes carried out in Gokana and Khana L.G.As'.	941 3764	658 1974	235 470	0 0	1834 6208	3.39	Agree
2	Smadan carried out entrepreneurship development programme in Gokana and Khana L.G.A's.	1142 4568	612 1836	80 160	0 0	1834 6564	3.58	Agree
3	Sure-up also organized automobile training in Gokana and Khana L.G.A's.	546 2184	861 2583	385 1124	42 42	1834 5933	3.24	Agree
4	Automobile training programmes for car services, automobile generator services, electrical wiring or installation, repairs of handsets are some of the adult vocational education programme carried out in Gokana and Khana L.G.A's.	992 3968	771 2313	73 144	0 0	1834 6425	3.13	Agree
5	Industrial safety, hospitality/hotel management are some of the adult vocational education program carried out in areas of the study.	561 2244	964 2892	309 618	0 0	1834 5754	3.13	Agree
Grand Mean							3.29	Agree

Source: Fieldwork, 2018

5. DISCUSSION OF FINDINGS

All these programmes are meant to educate, inform, entertain, conscientise, sensitize and to give them skill that will promote community development. In line with Olumukoro [13], he stressed that for Nigeria to catch up technologically with the advanced countries that enjoy buoyant economy, she must have workers that are well trained and well motivated to work towards her developmental goal. The essence of vocational skill education is to enable the citizens to acquire appropriate vocational or occupational skills that can make them better people, live in peace with others and relate well in their day-to-day life. It is education based on one's aptitude or interest in choosing what suits one in his quest for self-fulfillment; by engaging in one vocational training or another; be it teaching, crafts technology, smiting, farming, etc. The potential knowledge and skills of participants are improved for success in life and contribution to national economy.

Table 3 revealed that all the programmes carried out in Gokana and Khana are for developmental purpose, some of which were in carpentry, plumbing, mason, fashion and beauty care,

etc. The result from the data collected as analyzed agreed that the strategies used was effective and have positive impact on the life of the people as shown on Table 4, indicating that awareness creation strategy helps people to be aware of the important of adult vocational education programmes in promoting community development, this is because it has the highest means score. It is also in line with Raven [14], who saw increased public awareness as a major way of promoting community development. Anthony [15] also submitted that the gospel of vocational education cannot be effectively propagated with adequate awareness about the programs of community development. Item four (4) the responses indicate that proper strategy of selections of venues for the programmes which involved considering how conducive, safe, close to the participant and accessible the venue is can also promote community development as many people will comfortably participate in the programme.

All the strategies used from item 1-5 is up to the criterion mean of 2.5 which indicate that they are effective. Responses of all items indicate that adult vocational education programmes contribute to the economic development of the

communities in Gokana and Khana Local Government areas of Rivers state. All the items recorded or grand means scores are above the criterion mean as shown on Table 5. This implies that all the economic contribution of adult vocational education programmes contains in the item 1-5 contribute to community development. Close look at the table, item 3 specified creation of self employment is the major source of community development recorded the highest mean. This indicated that self-employment is the major source of community development. This finding also discovered that increase in productivity contributed to the economic development of the community as it recorded a high mean score. Economic contribution to adult vocational education programme in Gokana and Khana as stated in the items include, increase in family income and self-reliance. From the finding, the scored mean indicate that there is great development in the life of the people through adult vocational education programmes. Again,

through skill acquired there will be increase in family income which leads to self-reliance and thereby promote community development in the areas.

According to Richarda [16], the economic benefits of adult vocational education programme includes, economic benefits, healthy living, civic engagement and social cohesion, attitude change, progression, crime, parenting, poverty reduction and well-being. Adult vocational education programmes can improve employability and income, which is a key pathway to realizing a range of other benefits. For example it enables people to some extent, to choose and shape the context in which they live and work and even increase their social status. Many studies focus on the economic return to work-based training and to employer provided training, which indicates that this can have significant impact on earning and the employment situation of individuals.

Table 4. Strategies of adult vocational education in promoting community development

S/N	Research	SA4	A3	D2	SD1	Total	Mean	Remark
1	The strategy of helping people at the end of their training in adult vocational education programme can promote community development in Gokana and Khana Local Government Areas.	941 3764	658 1974	235 470	0 0	1834 6208	3.39	Agree
2	Awareness creation strategy helps people to be aware of the important of adult vocational education programmes in promoting community development in Gokana and Khana Local Government Areas of Rivers State.	1142 4568	612 1836	80 160	0 0	1834 6564	3.58	Agree
3	Training strategy of using knowledgeable facilitator in adult vocational education programmes promotes community development in Gokana and Khana L.G.A of Rivers State.	546 2184	861 2583	385 1124	42 42	1834 5933	3.24	Agree
4	The proper strategy of selections of venues for adult vocational education programmes can also promote community development in the areas.	992 3968	771 2313	73 144	0 0	1834 6425	3.50	Agree
5	Effective selection of time for adult vocational education programmes can also promote community development in Gokana and Khana L.G.A	561 2244	964 2892	309 618	0 0	1834 5754	3.13	Agree
Grand Mean							3.37	Agree

Source: Fieldwork, 2018

Table 5. Economic contribution of adult vocational education programmes to community development

S/N	Research	SA4	A3	D2	SD1	Total	Mean	Remark
1	Adult vocational education programmes increase family income of people which helps them to contribute to community development.	778 3112	945 2835	111 222	0 0	1834 6169	3.36	Agree
2	Adult vocational education programmes lead, to self-reliance.	669 2676	952 2836	184 368	31 31	1834 5931	3.23	Agree
3	Adult vocational education programmes create self employment for people who are trained in the programmes.	963 3852	740 2220	31 62	100 100	1834 6234	3.39	Agree
4	Adult vocational education programmes contribute to economic growth in Gokana and Khana.	723 2892	878 2634	160 320	73 73	1834 5912	3.23	Agree
5	Adult vocational education programmes increase productivity	784 3136	969 2907	81 162	0 0	1834 6205	3.38	Agree
Grand Mean							3.32	Agree

Source: Fieldwork, 2018

Table 6. Factors that promote the contribution of adult vocational education programmes

S/N	Research	SA4	A3	D2	SD1	Total	Mean	Remark
1	Peace among the people of Gokana, Khana and the facilitator is a factor that promotes adult vocational education programmes in Gokana and Khana Local Government Area of Rivers State.	1008 4032	826 2478	0 0	0 0	1834 6510	3.54	Agree
2	The availability of tools material and instrument needed for adult vocational education programmes helps people to acquire relevant skill to contributes to community development in Gokana and Khana Local Government Areas of Rivers state.	689 2756	987 2961	158 316	0 0	1834 5931	3.29	Agree
3	The willingness of the people of Gokana and Khana to participate in adult vocational education programme promote community development in Gokana and Khana Local Government Areas of Rivers State.	784 3136	1050 3150	0 0	0 0	1834 6286	3.42	Agree
4	The effective utilizations of the skills and the materials given during the adult vocational educational programmes promote community development in Gokana and Khana Local Government Area of Rivers State.	689 2756	2180 3342	0 0	31 31	1834 6129	3.31	Agree
5	The provision of funds for adult vocational education programmes, can promote effectiveness in the programmes.	1093 4372	630 1890	111 222	0 0	1834 6484	3.53	Agree
Grand Mean							3.42	Agree

Source: Fieldwork, 2018

The result as shown on Table 6 revealed that adult vocational education programmes contributed socially to community development. This stems from the fact that it reduces crime that could have retard community development. Socially, adult vocational education programmes contribute to the social well being of an individual [17].

Table 6, Item 1; has the highest mean score and this indicates that adult vocational education programme reduces crime which help people to have peaceful environment for community development. Item 5 revealed that Adult vocational education programme promote unity among the people trained.

Response to all items indicated that the different factors stated in the items contribute to adult vocational education programmes, all the items recorded means score that are above the criterion means. This implies that all outline factors contribute to, the promotion of adult vocational education programmes mentioned above.

6. CONCLUSION

Adult vocational education programmes contribute to economic development of the areas through increase family income which leads to self-reliance, create job opportunity and increase in productivity. The people have been able to use the skills that have been taught in the centres to create something for themselves; thereby enhance community development in the areas. Education been it informal, formal and non-formal has been concluded as a desirable tool for change and transmitting knowledge and skill that will raise life standard and promote and community development. Adult vocational education programmes stand as a vital tool for community development in Gokana and Khana Local Government Areas.

7. RECOMMENDATION

More vocational education centres should be built in all the villages in Gokana and Khana in order for everyone to benefit from this life-sustaining venture. This can be done by the local government in conjunction with any interest or well placed individual in the area. This will go along way with providing jobs for many people and reducing social problems and poverty.

CONSENT

As per international standard or university standard, patient's written consent has been collected and preserved by the authors.

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COMPETING INTERESTS

Author has declared that no competing interests exist.

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