

CURRICULUM AS A TOOL FOR MANPOWER DEVELOPMENT: A CASE STUDY OF F.C.E. (T) BICHI NCE GRADUATES

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Abstract

The study investigated the extent to which graduates of Federal College of Education (Tech) Bichi are involved in the production industries i.e. their level of participation in government establishments, their abilities to engage in self employed practices and their contributions in private sector of the economy. Using chi-square and frequency distribution methods of data analysis the results showed that the graduates' performance are relatively satisfactory by the results of the frequency distribution and of course insignificant by the chi-square test results at $P < 0.05$ level of significance.

Introduction

There is virtually no nation that does not see education as something worth striving for. Essentially all nations throughout the world see education as the basic tool for national development. It is an aspect of the nation's determining factor for economic, social as well as psychological achievement. Hence reasons for poor or quality delivery of education in Nigeria is a question that is yet to be answered. Some either ignorantly or otherwise claimed or are claiming that the educational standard have fallen. Of course many factors can be attributed to these facts some of which Azare (1992) pointed out to include the declining effectiveness of the teachers, lack of adequate and relevant books; lack of equipment and other teaching materials; misconception of the purpose of education; inadequate planning and supervision of educational outfit, changes in education policy, lack of backup policies on very essential sectors of education etc.

Consequent upon the above, the development of the curriculum plan depends partly on ideas that grow out of such issues as inquiry into the nature and meaning of life, characteristics of the contemporary society and the assessment and examination of the basic human needs. These and other factors in relation to national demand and or policy give direction to what should be the content of the teaching and learning events. Thus, if the curriculum is adequately utilized and funded, as stated by Ado (1999), it can play two important roles in the national development, viz;

- 1) It supplies different types of skilled manpower at various levels required by a given pattern of development. In other words it equips people with skills and knowledge for employment.
- 2) It transforms economic and social structures. This often leads to accelerated developments.

The Concept Of Curriculum

The question of what curriculum is has been raised for many centuries all over the world. Various attempts have also been made to define and explain what ought to be the curriculum of the school, yet no single definition has been agreed upon. Therefore a listing of all the attempts at definition would take many pages, perhaps, filling a book by itself. Fortunately, many definitions have enough in common that we can place them into categories and study them in that order. With few exceptions, therefore, definitions of curriculum fall into seeing curriculum either as a product, programme, intended learning or the experiences of the learners.

Those who look at curriculum as a product have behind their mind the idea that such curriculum can be seen as documents which are the result of curriculum planning and development. Similarly, those who see curriculum as a programme see it to include all learning's that take place from the aspects of the school other than just the course, of study or classroom activities. In like manner, the proponents of curriculum as intended learning see the curriculum as the knowledge, content, skills, attitudes and behaviour that students are supposed to learn in schools. While those who view the curriculum as the experience of the learner are looking at the curriculum as the experience of the learner that are outcomes of the planned situations. (Beane, et al 1986; Beauchamp. 1 Oliva, 1982).

Hence it is not likely that people will ever agree on a definition of curriculum but this difference of opinion should be viewed as an advantage. Therefore the continuing dialogue about meanings is just the kind of forum that encourages the possibility for fresh ideas and insight

The Concept of Manpower Development

Concurrently, the problems of unemployment and underemployment are increasing while the need for total and effective self fulfillment of the human person and other resources of the nation is on the increase. It is therefore evident, that, a review of literature will reveal a lot of efforts made or being made by the Nigerian nation towards the development of manpower resources. For example, the need to develop high-level manpower, the nation set up the Ashby Commission, which recommended the establishment of new Universities for the development of the manpower requirement, (Ogunseye 1964, in Yesufu ;1969). Since then there were many other efforts at developing staff for the government services.

Manpower, therefore, according to Tobias (1964) in Yesufu (1969) is people, humanity, society with all its aspirations, needs and capacity. Manpower, considered as an economic resource represents the aggregate of skills and altitude resulting from education plus training that equips a labour force with the capacity to plan, organize and carryout economic processes when properly allocated. Tobias (1964) in Yesufu (1969) further stated that high-level manpower includes the executives, administrators, technologists, professionals, technicians and long trained

craftsmen.

Thus, curriculum of schools is the bedrock for manpower development. Hence, it has to give a keen consideration of some vital issues as they affect the individual and the society. These issues include the technology, the family structure, working in the information society, changing sex roles, changing life style values and self actualization processes. Within this larger context a balance manpower programmes must be instituted by the nation's manpower board. This according to Tobias (1964) in Yesufu (1969) must be studied from seven aspects: recruitment deployment, motivation, education, training, utilization and stabilization,

Purpose of the Study

The study aims at investigating the effects of the National Certificate in Education (Technical) training of the Federal College of Education (Technical) Bichi in promoting middle level manpower requirement for the catchments areas. Also investigated were the possibilities of joining other establishment other than (he leaching industry and the relative performance of the candidates on the job.

Hypotheses

H₀₁: There is no significant difference among the FCE(T) Bichi graduates' performance on the job and their productivity.

H₀₂: There is no significant difference among (he FCE(T) Bichi graduates in their ability to engage in self employed practices.

H₀₃: There is no significant difference among graduates of FCE(T) Bichi in their performance in private establishment practices.

Method of Investigation Design of the study

This study was conducted on an experimental plan using three criteria: graduates specialization; Aggregate score at completion of study (ASCS) and initiative abilities while in the College (IAWC). These factors were dichotomized into: Excellent, Very Good, Good, Fair and Poor and were used as a follow up tools against the respondents where they were found.

Population, Sample and Sampling Procedure

The population of the study was the entire NCE graduates of the Federal College of Education (Technical) Bichi during the 1991 • 2002 academic sessions. The sample however consist a group of seventy NCI', graduates which were carefully selected through stratified random sampling procedure and using the criteria of course specialization, AGFA and records of personal initiative of the graduates from their lectures through records of continuous assessment and laboratory practices.

Instrument for Data Collection

The instruments used were personal questionnaire and an observation schedule. The graduates were asked in the questionnaire to provide information on their specializations, sex and place of work. Their level of performance on the job and expertise. On the other hand the observation schedule was used to inspect, observe and assess the actual nature, ability and skills disposal of the graduates in the performance of their work.

To validate the instrument, several graduates have been used to respond to the questionnaire. The questionnaire consist of 70 items, Each item has five points Likert response type with scale value ranging from A F. The questions sampled include ability to innovate familiar and unfamiliar skills, ability to ask or answer questions in areas of specifications, social adaptability and flexibility with the change in the world of technology. Incidentally only 50 items were retained. The 50 items that evolved from the initial 70 items were arrived at after screening by a class of Ph D holders and a Professor in the disciplining of the graduates. Further validity of the instrument was indicated by the scale being able to differentiate between commitment and innovation among the graduates. The result has a test retest reliability of 0.71 after a two weeks interval.

Methods of Data Analysis

Statistical tools of Chi-square and frequency distribution were used to analyse the data. The hypotheses were tested at the 0.5 level of significance. The pretest scores served as covariates.

Method and Procedure

Respondents were made up of a group of seventy NCE graduates of the Federal College of Education (Technical) in Kano, Katsina and Jigawa States, who have graduated and are either employed with government or self employed or with a company. They were served with questionnaires on! of which only fifty five returned the questionnaire. The methods of analysis adopted was the chi-square and frequency distribution methods.

Data Analysis

For data analysis, chi-square and frequency distribution methods of data analysis were used. The results arc as shown below: -

Table 1: FOE (T) Bichi Graduates and Performance on the Job in Public Establishments.

Graduates	A Excellent	ll V. Good	C Good	D Fair	F Poor	TOTAL
Technical	FO 4 % 21.82 $7.27 X^2$ $0.67 F_c$	12 11.20	3 5.45 1.23 1.6	2 1.82 0.23 1.6	1 1.82 0.23 1.6	22 40 2.29 22
Business	FO 4 % 10.91 $7.27 X^2$ $0.06 F_c$	6 10.91 0.06 0.62	0 0 0.95 0.95	2 3.64 1.16 0.95	1 1.82 0 0.95	13 23.64 2.23 13.02
Agric	FO 6 % 10.91 $X^2 0.24 F_c$ 4.64	8 14.55 0.05 8.65	1 1.82 0.05 1.24	0 0 0.24 0.24	2 3.64 0.45 1.24	17 30.92 2.03 17.01
1 I/Economics	FO 1 % 1.82 $X^2 0.04$ $F_c 0.82$	2 3.64 0.14 1.53	0 0 0.22 0,22	0 0 0.22 0.22	0 0 0.22 0.22	3 5.46 0.84 3.01
Total	FO 15 % 27.27 $X^2 1.01$ $F_c 15.01$	28 50.92 0.91 28	4 7.27 2.45 4.01	4 7.28 2.72 4.01	4 7.28 0.90 4.01	55 100.02 7.39 55.04

$\chi^2 = 7.39$, $df = 12$, Critical value = 21.03, PO.05

The results on the table above indicated that 27.27% and 50.92% are excellently performing on the job in government establishment. 7.27% are good 4% are performing fairly while another 4% are poorly performing. However the χ^2 test revealed that the items were statistically insignificant. Thus She results were very low $\chi^2 = 7.39$, $df = 12$, Critical value = 21.03, PO.05 level of significance.

Table 2: FCK (T) Bichi Graduate and Ability to Engage in Self Employed Practices.

Variables	A Excellent	B V. Good	C Good	D Fair	F Poor	TOTAL
Technical	FO 4 % 7.27 χ^2 0.02 F_c 3.71	5 9.09 0.01 5.24	1 1.82 0.01 1.09	2 3.64 0.14 1.53	0 0 0.44 0.44	12 21.82 0.67 12.01
Business	FO 6 % 10.91 χ^2 0.01 F_c 1.85	4 14.55 0.06 8.73	3 5.45 0.77 1.55	2 3.64 0.12 2.55	1 1.82 0.10 0.73	20 36.37 1.06 20.01
Agric	FO 5 % 9.09 χ^2 0.01 F_c 5.25	7 12.73 0.02 7.42	1 1.82 0.20 1.55	3 5.45 0.33 2.16	1 1.86 0.23 0.62	17 30.91 0.79 17
H/Economics	FO 2 % 3.64 χ^2 0.01 F_c 1.85	4 7.27 0.73 2.62	0 0 0.55 0.55	0 0 0.76 0.76	0 0 0.22 0.22	6 10.91 2.27 6
Total	FO 17 % 30.91 χ^2 0.05 F_c 16.99	24 43.64 0.82 24.01	5 9.09 1.53 5.01	7 12.7 1.35 7	2 3.64 0.99 2.01	55 100.01 4.74 55.02

$\chi^2 = 4.74$, $df = 12$, Critical value = 21.03, PO.05 level of significance.

The results on Table 11 above revealed that 30.91% and 43.64% of the graduates are engaged in self employed practices, 9.09% are as well engaged in same activities, 12.7% are fairly engaged while 3.64% do not care to engage in any self employed practices. However, the χ^2 test results are very low indicating that the % results obtained were basically out of chance factors. Hence, $\chi^2 = 4.74$, $df = 12$, Critical value = 21.03, PO.05 level of significance.

Table 3: FCE(T) Bichi Graduates and Performance in Private Establishment Practices.

Gr initiates	A Excellent	B V. Good	C Good	D Fair	F Poor	TOTAL
Technical	FO 4 % 7.27 χ^2 0.05 F_c 3.56	7 12.13 0.02 6.62	1 1.82 0 1.02	2 3.64 0 2.04	0 0 0.76 0.76	14 25.46 0.83 14
Business	FO 2 % 3.64 χ^2 0.12 F_c 2.55	5 9.09 0.02 12.29	0 0 0.73 0.73	2 3.64 0.21 1.45	1 1.82 0.37 0.55	10 18.19 1.45 10.01
Agric	FO 8 % 14.55 χ^2 0.29 F_c 0.62	11 20 0.14 12.29	3 5.45 0.65 1.89	3 5.45 0.16 3.78	1 1.82 0.06 1.42	26 47.27 1.30 26
H/Economics	FO 0 % 0 χ^2 1.27 F_c 1.27	3 5.45 0.17 2.36	0 0 0.36 0.36	1 1.82 0.10 0.73	1 1.82 1.97 0.27	5 9.09 3.87 4.99
Total	FO 14 % 25.46 χ^2 1.73 F_c 14	26 47.27 0.35 26	4 7.27 1.74 4	8 14.6 0.47 4	3 5.45 3.16 3	55 100 7.45 55

$\chi^2 = 7.45$; $df = 12$; Critical value = 21.3; $p > 0.05$

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