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CRAFTS AND SKILL EDUCATION IN CONTEMPORARY SECONDARY SCHOOLS FOR NATIONAL DEVELOPMENT IN NIGERIA

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Abstract
Graduates from secondary schools can maximally, contribute their quota to the development of this nation only if crafts and skill education is combined with the general education knowledge acquired. This study investigated crafts and skill education in contemporary secondary schools for national development. Three research questions guided the study. Three null hypotheses were formulated. The population of the study was 1500 SSIII students. A sample of 186 students in Anambra and Benue States was sampled using cluster sampling technique. Purposive sampling was used to sample 10 schools in Benue state and 12 schools in Anambra state, making a number of 372 students. Descriptive survey research design was used for the study. The instrument used was a self-structured questionnaire. Three experts validated the instrument. The Cronbach alpha reliability coefficient was computed and the results obtained alfa (α) value of 0.73. The null hypotheses were tested using independent samples t-test at 0.05 level of significance. The findings of the study revealed that production craft, traditional crafts and metal-making crafts were not taught in secondary schools in Anambra and Benue states. The conclusion was that, it is now important that every serious Nigerian must embrace craft and skill education to promote national development. Among the recommendations was that ministries of education in Anambra and Benue states in conjunction with the federal ministry of information should liaise with social organizations to create more awareness to the public to see the need and importance of craft and skill education as one of the mediums for national development.
Keywords. Crafts and skills, education, contemporary, national development.

Introduction

National development of any country in the world can hardly be achievable unless institutional approach is employed. Generally, educational institutions in Nigeria are classifies as Pre-primary, Primmary, Post-primary, Secondary and Post-secondary but this study hinged on the secondary education. Secondary education is a six years programme and ends at senior secondary III. Considering the case of Nigeria as a nation where series of national development plans have been strategized and put in place by successful governments, for both military and civilian administrations yet, the country is still faced with serious underdevelopment in almost all sectors (Lawal and Oluwatoyin, 2011). Adedotun (2019) also averred that Nigeria is a nation stuck in underdevelopment. Seeing that Nigeria is still struggling with the wound bitten by underdevelopment, there is every need to continue in search for possible solutions, and institutional approach may seem to be one of the remedies.

When institutional approach is employed, craft and skill education stand a better option for human capital development which is a means for national development. National development therefore, can be seen as the overall development or a collective socio-economic,

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political as well as religious advancement of a country or nation (Lawal and Oluwatoyin, 2011). Researches such as that of Bassi and McMurrer (2006) and Hanssen (2017) found that national development is dependent on human capital development. Human capital development is a process that improves an individual's knowledge and skills, and therefore his or her productivity in the home, community, or workplace (Johanson and Adams, 2014). According to Richard and Adams (2014), the institutional sources used in giving training to individuals vary by the level of skills acquired. Semiskilled workers may acquire the rudiments of a craft or trade through prevocational education in a school setting, or by informal on-the-job methods. Skills from higher-level journeyman up to master craftsperson can be acquired informally but also can be obtained through combinations of formal vocational education, non-formal training, and apprenticeship being aspects of craft and skill education. Sinikka and Māra (2017) avers that craft and skill education includes the ideas that the knowledge of materials and of the process acquired through authentic experience creates a sense of commitment and responsibility, and that the different phases of the craft process stimulate the learner's own cognitive, sensory-motor, emotional, and social factors. According to (Macquuen, 2007), craft and skill education is the understanding and assimilation of the total technology of a craft and its application in any craft situation so as to produce effective and satisfying result. There are many perspectives that can be used to describe craft, Elebute and Odokuma (2016) defined craft as a profession that requires some particular kind of skilled work whileskill is the ability acquired through the deliberate, systematic, and sustained effort to smoothly and adaptively execute the complex activities (IGB Global, 20121).

Some of the skilled crafts works include among others; crafts production, traditional crafts, furniture crafts, artisanal crafts, musical instruments crafts, wood working, metal-working and jewellery crafts. This study is concerned more about crafts production, traditional crafts and metal-working crafts.

Crafts production is the process of making products by hand. This is a common type of premiumization whereby one can make a product that is more unique and valuable than the competition with the labour of a skilled artisan (Simpson, 2018). Traditional crafts is an art of using tools by hand, traditional technique, traditional materials in manufacturing things in a systematic manner, while metal-working includes professions such as blacksmith, silversmith and Coopersmith. Limited metalworking can be learned as a hobby without becoming a professional. This usually involves shaping, structuring and finishing malleable and ductile metals (Bereau of Labor Statistics, 2017).

The term craft is usually applied to people who are occupied in small scale production of goods. The craftsmen are mostly referred to as artisans or petty-bourgeoisie and petty traders who are found in the urban city, but also significantly in the rural areas. They are small operators with little capital, restricted skills and limited education. "Unemployment has expanded their ranks in areas including among others welding, painting, tailoring; hairdressing; carpentry and joinery work and in most cases lack of capitals restricts them to using their labour of hiring relatives, apprentices and lumpens. Yliverronenand Seitamaa-Haikkarainen (2016) viewed crafts as an aspect of designing and making processes in which one works through all phases of innovation process, generating and developing design ideas. The development of skills can be considered as a problem-solving process. Yliverronen et al further stated that craft skills consist of fine motor, technical, and cognitive skills such as perception and problem-solving. Craft skills are not just a series of operations; they represent know-how combined with knowledge and thinking: the craft maker has to know what to do, how to do it, and why (Yliverronen& Seitamaa-Haikkarainen, 2016). Similarly, Koning and Tabbers, (2011), found that craft skills

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require good coordination of the eye, hands, and thinking. In the thinking and learning processes, perception, action, and cognition are tightly interwoven. Autio (2016) concluded that traditional crafts and skill education increases student's self-esteem by developing their skill through enjoyable crafts creativity. Furthermore, crafts education aim to encourage students to make their own decisions in designing, allowing them to access their ideas and product. Craft and skill education will help every secondary school learner develop as a whole person, fulfill his or her potential and help shape a shared future built on the well-being of individuals, communities and the planet. It is spelt clearly in the National Policy on Education that "Each, student is to select one or two subjects from Trade/Entrepreneurship subjects" (FGN, 2013). Which crafts and skill is involved.

Development of people especially our secondary students in craft and skills will not only leads to higher worker productivity but also facilitates the absorption of workers into the economy and improves their job mobility (ability to move into more productive jobs and sectors). Reducing skills bottlenecks significantly enhances the efficiency of the labor market. It will also help to reduce unemployment of youth who are mostly secondary school graduate. Investment in human capital also enhances business and technological innovation by improving the capacity of workers to apply and adapt existing knowledge and processes as well as make new discoveries for national development (Richard and Adams, 2004). Our Daily Manna (ODM, 2020) found that knowledge has always been slayed by creativity and today's sleek creative ambience is the justification of this statement. In trying to advocate for the development of Nigeria to grow and keep pace with this evolving world, there is need to make sure that our secondary students are more creative rather than making them just knowledgeable.

Statement of the Problem

It is undeniable that any young person, like those graduating from the secondary schools trained to acquire crafts skills are likely to stand the chance to contribute to national development through their proficiency as they use tools and materials to produce tangible things that would improve man's condition of living. Researches have it that most of the youths graduating in contemporary secondary schools are not trained in such a way that they will acquire crafts skills as an alternative for sustainability.

Some of the graduates that could not further their education due to some reasons such as lack of sponsorship or examination failure, are always seen roaming the street aimlessly, looking for any slight opportunity to gain advantage of helping themselves. Some of them engaged in various social vices such as kidnaping, banditry, armed robbery to mention but few. It is so because there is a saying that an idle mind is a devil's workshop. The fear is that if this one way traffic type of educational training given to secondary school students continue, it is likely that Nigeria will hardly get out of this underdevelopment condition and will definitely affect national development, hence the need for this study.

Purpose of the Study

The main purpose of the study was to investigate the types of crafts and skill education giving to secondary school students for National development in Anambra State and Benue State, Nigeria. Specifically, the study sought to;

1. find out the types of craft production secondary students are taught for national development in Nigeria;
2. determine the type of traditional crafts inculcated to secondary students for national development in Nigeria; and

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3. identify the metal-working crafts that are taught to students for national development.

Research Questions

The following research questions were raised to guide the study:

1. What are the types of crafts production taught to secondary students in Anambra and Benue states for national development?
2. What are the types of traditional crafts taught to secondary students in Anambra and Benue states for national development?
3. What are the types of metal-working crafts taught to students in Anambra and Benue states for national development?

Hypotheses

Three hypotheses were formulated to guide the study:

1. There is no significant difference in the mean responses of secondary students on how craft production is taught to secondary school students in Anambra and Benue states.
2. There is no statistically significant difference in the mean responses of secondary students on how traditional crafts is inculcated to secondary school students in Anambra and Benue states.
3. There is no statistically significant difference in the mean responses of secondary school students on how traditional crafts is inculcated to secondary students in Anambra and Benue states.

Methods

Descriptive survey research design was used for the study. Purposive sampling was used to sample 10 schools from Zone A, Zone B and Zone C making a sample of 186 students in state owned secondary school in Benue State, Nigeria, while 12 state owned schools were selected from the six educational zones of Aguata, Awka, Ihiala, Nnewi, Ogidi and Onitsha in Anambra state. The instrument used for data collection for this study was a self-structured questionnaire. The instrument was validated by 3 experts in varying disciplines and was subjected to reliability analysis using the test of internal consistency. The Cronbach Alpha reliability coefficient was computed and the results obtained yielded a reliability coefficient alfa (α) value of 0.73. Data collected was analyzed using descriptive statistics of arithmetic mean to answer the research questions. The mean responses were weighed with real limit of numbers as follows: Very Highly Taught (VHT) = 3.49-400, Highly Taught (HT) = 2.50-33.49, Taught (T) = 1.50-2.49 and Not Taught (NT) = 1.00-1.49. The items with mean ratings of 1.00-1.49 were considered Not Taught; items with mean ratings of 1.50-249 were considered Taught, items with mean ratings of 2.50- 3.49 were considered Highly Taught while items with mean ratings of 3.50-4.00 were considered Very Highly Taught. The three null hypotheses formulated were tested using independent samples t-test at 0.05 level of significance. Decisions were taken based on values of associated probabilities denoted by p. When the p-values were found to be equal or less than 0.05 alpha levels, the noted difference was said to be statistically significant therefore, the null hypothesis was rejected. But if the p value found to be greater than 0.05, the noted difference was statistically insignificant therefore, the null hypothesis was accepted. Statistical Package for the Social Sciences (SPSS) version 21 aided the researcher to analyze the data.

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Results

The results are presented in the order of the research questions and the corresponding hypothesis.

Table 1. Mean range on types of Trade taught to secondary school students in Anambra and Benue States

S/N	Craft production taught to students	Mean	SD	Decision
1	Air Conditioning and Refrigeration	1.16	0.38	Not Taught
2	Auto Electrical Works	1.19	0.39	Not Taught
3	Auto Mechanical Work	1.32	0.47	Not Taught
4	Radio, Television and Electronic Servicing	1.72	0.49	Taught
5	Engineering Craft Practice	1.19	0.39	Not Taught
	Cluster Mean	1.32	Not Taught	

Data presented in Table 1 shows cluster mean of 1.32 which indicates that craft production was not taught in secondary schools in Anambra and Benue states. The item-by-item analysis shows that items 1, 2, 3, and 4 with mean values ranges from 1.6, 1.19, 1.32 and 1.19 are craft production taught rated not taught, while item 4 with mean value of 1.72 was craft production taught to students rated taught.

Table 2. Mean range on types of Traditional crafts taught to secondary school students in Anambra and Benue States

S/N	Traditional Craft Taught to Students	Mean	SD	Decision
6	Dying and Bleaching	1.76	0.64	Taught
7	Clothing and Textile	1.19	0.40	Not Taught
8	Printing Craft Practice	1.20	0.39	Not Taught
9	Upholstery	1.28	0.51	Not Taught
10	Furniture Making	1.15	0.41	Not Taught
11	Fishery	1.22	0.36	Not Taught
	Cluster Mean	1.30		Not Taught

Data presented in Table 2 shows cluster mean of 1.30 which indicates that traditional crafts was not taught in secondary schools in Anambra and Benue states. The item-by-item analysis shows that items 7, 8, 9, 10 and 11 with mean values ranges from 1.19 1.20, 1.28, 1.22 and 1.19 are traditional crafts rated not taught, while item 6 with mean value of 1.76 was traditional crafts rated taught.

Table 3. Mean range on types of metal-making taught to secondary school students in Anambra and Benue States

S/N	Metal-Making Craft Taught to Students	Mean	SD	Decision
12	Sheet metal forming	1.18	0.39	Not Taught
13	Welding and Fabrication	1.19	0.39	Not Taught
14	Metal cutting	1.21	0.41	Not Taught
15	Blacksmithing	1.25	0.44	Not Taught

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16	Joining metal	1.18	0.38	Not Taught
17	Metal fabrication	1.39	0.51	Not Taught
18	Drilling of metal materials	1.71	0.47	Taught
19	Forging	1.33	0.47	Taught
20	Casting	1.94	0.78	Taught
	Cluster Mean	1.37		Not Taught

Data presented in Table 3 shows cluster mean of 1.37 which indicates that metal-making crafts was not taught in secondary schools in Anambra and Benue states. The item-by-item analysis shows that items 12, 13, 14, 15, 16, 17 and 19 with mean values ranges from 1.18, 1.19, 1.21, 1.25, 1.18, 1.39 and 1.33 are craft production taught to students rated not taught, while items 18 and 20 with mean values of 1.71 and 194 were metal-working crafts rated taught.

Hypothesis 1. There is no significant difference in the mean responses of secondary students on how craft production is taught to secondary school students in Anambra and Benue states.

Table 4. The t-test comparison of secondary school students in Anambra and Benue on product craft for national development

Student	N	Mean	SD	df	t-cal	p-value	Decision
SS3 students in Anambra State	186	1.32	0.19	370	-.101	0.92	Not significant
SS3 students in Benue State	186	1.32	0.22				

The t-test in Table 4 shows that there is no statistically significant difference in the mean ratings of secondary school students in Anambra and secondary school students in Benue on product craft for national development. This is shown by the t-cal value of -.101 and p-value of 0.92 which is more than alpha value 0.05 level of significance. Therefore, the null hypothesis of no significant difference was accepted.

Hypothesis 2. There is no significant difference in the mean responses of secondary students on how traditional crafts is inculcated to secondary school students in Anambra and Benue states.

Table 5. The t-test comparison of secondary school students in Anambra and Benue on traditional craft for national development

Student	N	Mean	SD	df	t-cal	p-value	Decision
SS3 students in Anambra State	186	1.38	0.25	370	7.41	0.00	Significant
SS3 students in Benue State	186	1.20	0.18				

The t-test in Table 5 shows that there is statistically significant difference in the mean ratings of students on traditional craft for national development in Anambra and Benue states secondary schools. This is shown by the t-cal value of 7.41 and p-value of 0.00 which is less

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than alpha value 0.05 level of significance. Therefore, the null hypothesis of no significant difference was rejected.

Hypothesis 3. There is no significant difference in the mean responses of secondary school students on how traditional crafts is inculcated to secondary students in Anambra and Benue states.

Table 6. The t-test comparison of secondary school students in Anambra and Benue on metal-making for national development

Student	N	Mean	SD	df	t-cal	p-value	Decision
SS3 students in Anambra State	186	1.25	0.17	370	-6.7	0.00	Significant
SS3 students in Benue State	186	1.36	0.17				

The t-test in Table 6 shows that there is statistically significant difference in the mean ratings of secondary school students in Anambra and secondary school students in Benue on metal-making craft for national development. This is shown by the t-cal value of -6.7 and p-value of 0.00 which is less than alpha value 0.05 level of significance. Therefore, the null hypothesis of no significant difference was rejected.

Discussion of Findings

Following the analysis of the 3 research questions that guided the study and the 3 null hypotheses formulated, the discussions of the findings are as follows:

The data presented in respect to research question one and hypothesis one on Tables 1 and Table 4 revealed that secondary school students in Anambra and Benue states are not taught product crafts. The null hypothesis which states that there is no statistically significant difference in the mean responses of students on types of craft production taught in secondary schools in Anambra and Benue states was upheld. This in agreement with Veeber, Erji and Lind (2017) who found that, craft and skill have in recent decades been fighting for its place in education setting. Adedotun (2019) also averred that Nigeria is a nation stuck in underdevelopment due to technological negligence. Seeing that Nigeria is still struggling with the wound bitten by underdevelopment, there is every need to continue in search of the right medicine, and institutional approach may seem to be the remedy. The results is also in consonance with the findings of that of Lawal (2019), who averred that Nigerian education policy makers are bereft of ideas but often they are and their patrons lack the political will to implement the nations ambitious agenda of raising enterprise-minded school children based on the teaching of craft and skill in school as espoused in the primary and secondary school curriculum.

The findings of the study in respect to research question two and hypothesis two on Tables 2 and 5 revealed that secondary school students in Anambra and Benue states are not taught traditional crafts. The null hypothesis which states that there is no statistically significant difference in the mean responses of students on types of traditional crafts taught in secondary schools in Anambra and Benue states was rejected. The findings of the study is in agreement with that of the findings of Eastwood College (2019) that arts and craft are typically taken for granted as a must for children and young adults in the formal education set ups. The researcher

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also interested that over the past several years, many schools have unfortunately cut down on art in their school curriculum. Music, painting and theatre are fast disappearing. The findings also resemble that of Vohra (2019) who discovered that in today's academic scenario, the crafts an arts have all but entirely disappeared in school systems. There was a time when creative classes were made compulsory for students, and were given their due recognition by parents, teachers and students alike. However, the current atmosphere of mounting academic pressure and curriculum goals has pushed arts and crafts to the sidelines.

The findings of this study in respect to research question three and hypothesis three on Tables 3 and 6 revealed that secondary school students in Anambra and Benue states are not taught metal-making craft. The null hypothesis which states that there is no statistically significant difference in the mean responses of students on types of metal-making craft taught in secondary schools in Anambra and Benue states was rejected. The findings of this study is in agreement with that of the findings of AAP Magazine (2016) which discloses that growing technology-run and industrialized world, people are increasingly forgetting the traditional crafts and moving to alternative income generation methods, for instance, daily wage labour and farming and arts is losing its grip.

Conclusion

It is discovered that the development of this country to keep pace with her counterparts in the world depends solely on craft and skill education. It is now important that every serious Nigerian must embrace craft and skill education to promote national development.

Recommendations

In view of the forgoing, the researcher therefore, made the following suggestions:

1. Adequate provisions should be made by both the Federal Government, State, Local and private organizations to provide the required facilities for effective teaching and learning of craft and skill education for national development.
2. More funds should be made available to schools at all levels to enable them obtain all that is needed for effective teaching and learning of craft education.
3. Ministry of education in conjunction with the federal ministry of information should liaise with social organizations to create more awareness to the public to see the need and importance of craft and skill education as one of the mediums for national development.
4. Successors of previous administrations in Nigeria should learn how to continue with policies made by their predecessors so as not to cause programme distortions that may result to programmes failure.

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