

## **Educational Program Installation, Manpower Generation, and Rural Communities Development**

Dr John Nyem Okendu

Department of Educational Foundations

Faculty of Technical and Science Education, Rivers State University of Science and Technology,  
Port Harcourt, Rivers State Nigeria.

E-Mail: [ibmwventures2001@yahoo.com](mailto:ibmwventures2001@yahoo.com)

### **ABSTRACT**

Education which serves as bedrock or foundation for development of a given society, and this manifest through a well planned educational structure which in all levels of manpower needed by the community can be provided. Over the year Gokana local government in Rivers State has been backward in terms of manpower and community development; however this research is designed to investigate the role of education in manpower development in Gokana local government area in Rivers State. To enhance the understanding of the existing problem various literatures were reviewed in finding solution to the six posed research questions. The questionnaire was distributed to one hundred (100) heads of household from different wards in the local government area by cluster random sample method. Simple percentage was used to analyze data in tables and the finding shows that education has positive impact in community development. And subsequently improves social status of people.

### **INTRODUCTION**

The research topic is concerned with education as an ingredient of community development. It must be noted that education is a process whereby members of the community get transformed intellectually, morally, physically and socially. It is basically concerned with the acquisition of knowledge, attitudes, and desired skills for the development of the individual and the general society. Education is a systematic process of personality development. This is possible by the development of the individual's mind.

Looking at education and manpower development, we must realize that education makes an individual or members of the society functional by empowering them with useful skills, attitudes and knowledge which enable them to solve the fundamental problems of the community.

Meanwhile, education is a social instrument which is designed to proffering solutions to the problems of the society. Hence, the nature of education differs from one society to another. Education is seen as a panacea that breaks away the shackles of ignorance and poverty of the community. This is possible by empowering the people and preparing the young ones for a better life ahead.

However, education in this context comprises the formal, informal, and non-formal education. The formal aspect is concerned with the proper and systematic arrangement of the school system with organized learning system. Examples are pre-primary, primary, secondary, higher technical and special education.

The non-formal education refers to that which is carried outside the school system in forms of seminar, workshop, services etc. whereas the informal education covers that aspect of education which is acquired from infancy to adulthood. This is a form of education which is acquired from the development of the individual without a formalized schooling.

In other words it has all the characteristics of rural, poor and characterized by the predominance of anti-datal and efficient productive system in agriculture and craft leading to the low income and productively.

Simply put the area is characterized with high poverty level, ignorance; disable a well as poor standard of discovery. This study is focused to investigate whether education has any significant development in manpower and community (rural) transformation in rural communities.

Education as an instrument of community development enhances societal transformation for a quality life. It improves the overall well-beings of members of the society as they have the consciousness to exploit their environment as the meeting up the basic wants of life such as food, housing, clothing, health and security. Education as a component community development promotes effective cultural preservation and transmission. It involves the process whereby good aspects of the community culture are invested, maintained and passed on to the younger generation. It must be understood that education prepares the learner to take active part in community development as they play their parts in ensuring effective or meaningful changes a community, education should provide

economic growth. This mean it must provide skilled manpower as well as growth in knowledge from research leading to productivity in the economy of the community.

Also, the process of community development cannot take place without peace, social stability and unity. Hence, moral education ensures the respect for the dignity of human persons. It ensures sportual development of members of the society thereby making them place values on using hasting importance.

We must note that political education makes way for quality leadership in the society. It ensures effective political socialization whereby members of the society identify desirable values and come to play a part in social development. This involves the process whereby people know their rights, values and obligations. Infact, it makes people exercise their political beliefs thereby participating in the course of election. Indeed, it must be noted that education is indispensable to community and manpower development more especially in Gokana community. That education plays significant roles to the development of manpower and the community calls for the need to play special attention to the effective development of all aspects of education in the community. Indeed, education and manpower development are one of the essential elements in the development of rural communities.

The need for the community to embrace the presence of education becomes significant as it serves a panacea to the fundamental problems facing the community. To ensure community growth and development, a measured system of educational programs is required.

Gokana as a community is characterized with a major setback especially in the area of skilled manpower. However, the problem of inadequate manpower resources could be considered as a major hindrance to development programme of Gokana community. This can be attributed to the fact that human and material resources could not be properly harnessed as such the educational services of the people has been a significant independent towards developmental programmes. It must be noted that the Gokana community lacks government presence despite numerous federal government allocation that comes in the treasury local government area, the fund has not been properly used by the various local government administrators hence, the educational and manpower development of Gokana community is in shamble.

The problem of development in Gokana is also a traceable to the inadequate or poor income per-capita on the part of the people as they lack possible sources of economic opportunities, this problem is also attributable to the high level of communal clashes that is common in Gokana, notable among these is the just concluded February 2007 Bodo and Mogho clash that greatly hindered social and economic activities of the Gokana community and beyond for some weeks.

#### **STATEMENT OF PROBLEM**

To what extent does educational program enhance the level of manpower level for subsequent community development in Gokana local government area of Rivers State of Nigeria?

#### **PURPOSE OF THE STUDY**

It is the purpose of this study to investigate whether educational programmes is a reliable infrastructural element used in generating the specific manpower required to develop a given rural community.

#### **RESEARCH QUESTIONS**

- 1). Does education give social status to people?
- 2). Does educational level affect manpower in community development?
- 3). Does education have impact on community development?
- 4). Does education have a role to play in manpower development?
- 5). Does education contribute to community development?
- 6). Does education have impact on manpower development?

#### **METHODOLOGY**

Here, the following will be discussed; research design, population, sample size, sampling techniques, research instrument, validity and reliability of instrument, data collection and analysis.

#### **DESIGN OF THE STUDY**

The approach used in this research work is the descriptive and survey research method, with two geographical independent variables.

#### **POPULATION OF THE STUDY**

The population for this research project is centered on Gokana Local Government Area of Rivers State, Nigeria.

### SAMPLE AND SAMPLING TECHNIQUE

The sample size consists of one hundred (100) heads of household drawn from Gokana local government area in Rivers State, Nigeria. The sampling technique used in this work is cluster random sampling. This involves taking proportion of heads of household according to the population of the study area.

### INSTRUMENTATION

The research instrument used in this study for collection of data is the Xeta II research instrument. Coding used for the translation of responses into numerical values were 1 point for strongly disagree, 2 points for disagree, 3 points for agree, and 4 points for strongly agree.

### VALIDITY OF THE INSTRUMENT

The questionnaire was given to some experts in the field of community development for appraisal for content validity. After a thorough review and analysis the instrument was valid by its content.

### RELIABILITY OF THE INSTRUMENT

The Split-half method of instrument reliability index measurement was used to determine the instrument reliability index. And the reliability index was 0.75.

### ADMINISTRATION OF THE INSTRUMENT

The research instrument xeta II was administered to 100 household heads in Gokana local government area. The instrument data generated from the respective population centers were collected, compiled, and collated for subsequent data analysis.

### DATA ANALYSIS TECHNIQUE

The data generated from administration of the research instrument was treated with descriptive statistics, frequencies, percentages and statistical independent t-tests.

### DATA PRESENTATION, ANALYSIS, DISCUSSION AND FINDINGS

The statistical techniques used in data analysis are the descriptive percentage and the statistical t-test.

**Research Question 1:** Does education give social status to members of your community?

**Table 1**

Responses	Respondents	Percentage (%)
SD	3	2.80
D	10	9.35
A	50	46.73
SA	44	41.12
<b>Total</b>	<b>107</b>	<b>100</b>

Considering education in the provision of social status to members of the community, the response for strongly agree is 2.80% which is the lowest score on the record while in disagree 9.35% was the response. In agree response, 46.73% was observed while strongly agree has a response percentage of 41.12%.

**Research Question 2:** Does educational level affect manpower development in your community?

**Table 2**

Responses	Respondents	Percentage (%)
SD	9	8.41
D	3	2.80
A	32	29.91
SA	63	58.88
<b>Total</b>	<b>107</b>	<b>100</b>

Considering educational level affecting manpower development in the community, the response for disagree is 2.80% which is the lowest score on the record while in strongly disagree 8.4% was the response. In agree response 29.91% was observed while strongly agree has a response percentage of 58.88%.

**Research Question 3:** Does education promote social well-being of people in your community?

**Table 3**

Responses	Respondents	Percentage (%)
SD	8	7.48
D	5	4.67
A	45	42.06
SA	49	45.79
<b>Total</b>	<b>107</b>	<b>100</b>

Education is the promotion of social well-being of the people in the community, the response for disagree is 4.46% which is the lowest score on the record while in strongly disagree 7.48% as the response. In agree response 42.06% was observed while strongly agree has a response percentage of 45.79%.

**Research Question 4:** Does education enhance infrastructural development in your community?

**Table 4**

Responses	Respondents	Percentage (%)
SD	8	7.48
D	12	11.21
A	29	27.10
SA	58	54.21
<b>Total</b>	<b>107</b>	<b>100</b>

Considering education enhancement as a development of infrastructural in the community, the response for strongly agree is 7.48% which is the lowest score on the record while disagree 11.21% was the response. In agree response, 27.10% was observed while strongly agree has a response percentage of 54.21%.

**Research Question 5:** Does education enhance political awareness in this community?

**Table 5**

Responses	Respondents	Percentage (%)
SD	7	6.54
D	5	4.67
A	47	43.93
SA	48	44.86
<b>Total</b>	<b>107</b>	<b>100</b>

Considering education enhancing political awareness in the community, the response for disagree is 4.67% which is the lowest score on the record while in strongly disagree 6.54% was the response. In agree response, 43.93% was observed while strongly agree has a response percentage of 44.84%.

**Research Question 6:** Does education facilitate inter-personal communications in your community?

**Table 6**

<b>Responses</b>	<b>Respondents</b>	<b>Percentage (%)</b>
SD	7	6.54
D	3	2.80
A	31	28.98
SA	66	61.68
<b>Total</b>	<b>107</b>	<b>100</b>

Education facilitate inter-personal communications in the community, the response for disagree is 2.80% which is the lowest score on the record while in strongly disagree 6.54% was the response. In agree response, 28.98% was observed while strongly agree has a response percentage of 61.68%.

#### **CONCLUSION**

Without the role of education in manpower and community development transformation of development will not be properly implemented for the community to be enhanced in education and manpower development.

Since education in manpower development constitutes greatly in the society of the community, they needed to be integrated into community process to achieve proper development.

#### **RECOMMENDATIONS**

This research work establishes recommendations.

- 1) Opportunities for creation of more schools that will enhance skills in the community.
- 2) Funds to reactivate the structure of manpower developmental centers in the community.
- 3) The research work find out that there is the problem of inadequate skill in manpower development.
- 4) The community should be educated in the use of education and manpower in community development.
- 5) More training centres should be made available for teaching and learning of educational skills in manpower development in the community.

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**AUTHOR: DR. JOHN NYEM OKENDU (B.Sc. 1977, MA 1979, Ph.D 1984)**

In 1974 the author of this research paper was admitted into Edinboro University of Pennsylvania, Edinboro where he studied Petroleum Geology and earned a B.Sc. degree in June 1977.

In July 1977 the author was admitted into the Teachers College of OklahomaCity University where he did a post-graduate study and specialized in teaching supervision, measurement and evaluation a program he completed with excellence in December 1979 and earned an M.A. Degree.

In January 1980 the author proceeded to the Texas Southern University (TSU), Houston, Texas and undertook a Doctoral Program in University Administration and Planning. This doctoral program was full-time and intensive. At the end of the first year he passed his qualifying examination. Almost at the end of the third academic year the author passed his Doctoral Comprehensive Examination and was offered his doctoral candidacy, an upper academic echelon of the graduate school for the TSU doctoral program.

On the 2<sup>nd</sup> of July 1984, the author defended his doctoral dissertations in University Planning, a moment in history that featured an audience of 2,500 persons in attendance. On the 18<sup>th</sup> of August 1984, Dr. John Nyemaichechi Okendu was born to the guilds of experts in University Administration/Planning. His doctoral dissertation in planning was displayed in the showcase of excellence, school of education, downstairs, for three years after his graduation.

Dr. Okendu has his professional membership with American Association of Higher Education since 1983.

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