

Roles of Filming Skills on the Economic Sustainability of Secondary School Graduates in Cross River State, Nigeria

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Abstract

This study investigated the roles of filming skills on the economic sustainability of secondary school graduates in Cross River State. One research question guided the study and one hypothesis was also tested. The study adopted descriptive survey design. The population of the study was 90,933 secondary school graduates comprising 54,420 males and 36,280 females from the 233 public secondary schools in the 18 LGAs in Cross River State. A sample of 420 respondents comprising 252 males and 168 females was drawn using stratified random sampling technique. The instrument used to generate data was self-designed questionnaire that has reliability coefficient of 0.82. Research question raised was answered using mean and standard deviation while z-test was used to test the hypothesis at 0.05 level of significance. The findings of the study revealed that filming skills; can sustain secondary school graduates who practice them economically by enabling them to earn a living, gain employment and stay off criminal tendencies. The study also showed that there was no significant difference between the mean scores of male and female respondents on the roles of filming skills on the economic sustainability of secondary school graduates in Cross River State. It was recommended based on the findings of the study that the government should emphasize on the development of creative skill such as filming skills and this should be supported with adequate resource supply.

Keywords: *Filming Skills, Economic Sustainability, Secondary School, Graduates, Cross River State*

Introduction

The last few decades have seen an increased awareness of human capital as one of the driving forces of economic development. Policy makers have realized the importance of monitoring and if necessary investing in education and training as a way of improving the existing stock of skills. Recent research on the economics of human skill formation has demonstrated the importance of factors besides intelligence in creating productive persons (De-

Caroli&Sagone, 2009) and this includes the social environment of the child as well as access to essential learning resources that promotes creativity.

Investment in education and skill acquisition is powerfully influenced by personality traits and preferences. In addition to these aspects, conscientiousness - the tendency to show self-discipline, act dutifully and aim for achievement, is likely to influence the degree and manner in which one applies oneself to learning. Formal education, formal training and informal training all contribute to the stock of human capital as well as display different profiles on how the human capital stock is built up.

Occupationally, filming and mass media skills are best understood as competency on resourceful skills capable of steering an individual to be self-reliant, independent and productive in meeting life's challenges. The filming profession has remained one of the biggest sources of employment and revenue earner across the world (Carey *et al.*, 2017). Filming and mass media skills according to this work include photography, camera repair/maintenance, video coverage, photo editing, movie shutting and so on. Nevill (2019) described filming and mass media skills as those skills which a person acquires to function effectively in the society as well as develop abilities and competences needed for film career commitments. By teaching secondary school students, these lifelong skills in filming through the subject creative arts, it will in turn enable an individual to learn, explore and get prepared for a job or trade. Acquisition of these skills has the capability to augment and inspire productivity as well as income generating life endeavours among secondary school graduates or individuals.

Unemployment affects the economic fortune of any nation (Akeju&Olanipekun, 2015) and as such, it is important for secondary school students to be encouraged to have skills that will help them create wealth, generate employment, reduce poverty, eliminate corruption and the generation/reorientation of values. Similarly, for a student to make or take rational decision about life, he or she must be able to learn and acquire a life-long skill for survival and this is where the issue of acquiring filming skills again becomes imperative especially for secondary school students who are likely to transit into the labour market for one reason or the other. Skill acquisition is one of the major routes out of unemployment (Omoniyi, 2016) and as such, every opportunity for students to acquire skills for economic self reliance must be supported by all stakeholders.

However, individuals who are exposed to filming and mass media skills during their training at secondary school level seem to be more valuable than others with little or no skills attached to their training at that level. Majorly, two things are central in developing certain skills in individuals, that is the ability to produce and the ability to distribute (Stevenson *et al.*, 2021). The ability to produce involves acquiring entrepreneurial skills that enables one to market and distribute the goods thus produced.

Online College (2021) is of the opinion that abilities constitute work-oriented or career-oriented competencies that attempt to improve the efficiency and productivity to its recipients as craftsmen, businessmen, technicians at a professional or sub-professional level. Without the teaching of these skills, educational programs would fail in its role of empowering students to cope with the daily needs of life endeavours and surmount the economic challenges that appear to affect every profession and works of life. Longe (2017) as well as Akinyemiet *al.*, (2012) observed that many of today's graduates are underemployed, impoverished and belong to the lower class. In addition, that many secondary school leavers have no decent jobs and have no capacity to start their own business or enterprise after graduation. He further observed that many

of these graduates have no capacity at all, many are under-employed and cannot raise their living standard due to their lack of any creative skill so they remain relatively poor.

Perry (2018) asserted that individuals in the society today who are exposed to certain skills like filming and mass media engagements have become so useful to themselves and the society at large. This goes a long way to play a positive part in the sponsorship of long term economic growth. Ekpo (2016) argued that students who are being encouraged to acquaint themselves with these skills irrespective of their gender learn it as a practice that supports long-term economic growth without negativity rather it impacts the social, environmental, psychological and cultural aspects of the community, state, nation or the entire universe as a global village.

Theoretical Perspective

Human Capital Theory by T. W. Schultz (1961)

The theory that was used as theoretical framework for the study is the human capital theory. The theory was propounded by T. W. Schultz in the year 1961. The theory postulated that individuals with more or higher-quality human capital perform better at executing relevant tasks. So human capital may be developed through formal training and education aimed at updating and renewing an individual's capabilities in order to create wealth in the society. The theory has the following assumptions:

1. That education builds a stock of manpower for the labour market.
2. That human beings possess marketable skills
3. That more creative training leads to better work skills and
4. That creative training enhances employability.

Schultz, further posited that schooling produces a skill that enhances performance in the workplace and makes the skilled worker more valuable to the firm. Irrespective of the number of years used in educating an employee (workman), human capital theory claims that "these years are productive".

Several scholars have also opined that human capital is the accumulated skill and knowledge of human beings, which arises from their training and education. That it involves the training of anything that will increase the productivity of the individual worker. He further added that education raises income, therefore there is a payoff for investing in education because a creative/skilled workman is worth more to the firm, and indeed to any firm, than a mere workman.

Infact, human capital according to Schultz is the value of a person's education and acquired skills. That it could be measured as the amount of money, which if invested at the average interest rate, would yield the same income as that produced by the persons acquired skills.

The relevance of this theory to the study is that, the more creative knowledge or skilled education an individual has access to, the greater will be his or her marginal productivity in any given production processes. By implication, if the government of Cross River State invests adequately in creative education of secondary school students before graduation, their employability skills will improve immensely and also create employment for themselves.

Aim and Objective of the Study

The aim of the study was to investigate the roles of filming skill on the economic sustainability of secondary school graduates in Cross River State. Specifically, the objective of the study was to:

1. examine the roles of filming skills on the economic sustainability of secondary school graduates in Cross River State.

Research Question

The following research question guided the study:

1. What are the roles of filming skills on the economic sustainability of secondary school graduates in Cross River State?

Hypothesis

The following hypothesis was tested at 0.05 level of significance:

1. There is no significant difference between the mean scores of male and female respondents on the roles of filming skills on the economic sustainability of secondary school graduates in Cross River State.

Methodology

The design adopted for the study descriptive survey design. Population of the study consisted of 90,933 secondary school graduates comprising 54,420 males and 36,280 females from the 233 public secondary schools in the 18 LGAs in Cross River State. Sample of 420 respondents which consisted of 252 males and 168 females was drawn using stratified random sampling technique. The instrument used for data collection was a 5-item questionnaire titled “Filming Skills for Economic Sustainability of Secondary School Students Questionnaire” (FSESSSQ). The instrument was face and content validated by two Measurement and Evaluation experts from University of Port Harcourt. The questionnaire had a reliability coefficient of 0.82 which was estimated using Cronbach alpha statistics. Out of the 420 copies of questionnaire administered, 408 copies which was 97.1% were retrieved. Research question raised was answered using mean and standard deviation while z-test was used to test the hypothesis at 0.05 level of significance.

Results

Answer to Research Question

Research Question 1: What are the roles of filming skills on the economic sustainability of secondary school graduates in Cross Rivers State?

Table 1: Weighted Mean and Standard Deviation Scores of Male and Female Secondary School Graduates on the Roles of Filming Skills on their Economic Sustainability in Cross Rivers State.

S/ N	Roles of filming skills on economic sustainability of secondary school graduates.	Mal es n =	246	Decision	Femal es n =	162	Decision
1	Acquiring filming skills in secondary school has helped some people to become self	3.26	0.63	Agreed	3.22	0.64	Agreed

	employed.							
2	Filming skills make secondary school graduates to be lazy.	2.28	0.75	Disagreed	2.30	0.76	Disagreed	
3	Some people earn their living through: Photography, video coverage, camera repairs/maintenance.	3.20	0.65	Agreed	3.14	0.67	Agreed	
4	Impacting filming skills have reduced the rate of unemployment among secondary school leavers.	3.16	0.68	Agreed	3.18	0.65	Agreed	
5	Impacting filming skills has helped to reduced youth restiveness/criminal activities	3.02	0.71	Agreed	2.98	0.72	Agreed	
Aggregate mean and standard deviation		2.98	0.68		2.96	0.69		

Table 1 showed that items with serial numbers 1, 3, 4 and 5 had their various mean scores or values greater than the criterion mean value of 2.50 and they were accepted by the respondents as the roles of filming skill on economic sustainability of secondary school graduates in Cross River State. On the other hand, item number 2 had mean score value that is below the criterion mean of 2.50 and it was rejected as one the roles of filming skills on the economic sustainability of secondary school graduates in Cross River State.

The aggregate mean scores of 2.98 for male secondary school graduates and 2.96 for female secondary school graduates show that both categories of respondents have a common opinion on the roles of filming skills on the economic sustainability of secondary school graduates in Cross River State. Therefore, the roles of filming skills on the economic sustainability of secondary school graduates in Cross River state include: helping some people to become self employed; some people earn their living through photography, video coverage, camera repairs/maintenance; acquiring filming skills have assisted in reducing the rate of unemployment among secondary school graduates and filming skills have helped in reducing youth restiveness/criminal activities among secondary school graduates in Cross River State.

Test of Hypothesis

H₀₁: There is no significant difference between the mean scores of male and female respondents on the roles of filming skills on the economic sustainability of secondary school graduates in Cross River State.

Table 2: z-Test of Difference between the Mean Scores of Male and Female Respondents on the Roles of Filming Skills on the Economic Sustainability of Secondary School Graduates in Cross River State

Gender	n	x	SD	df	z-cal	z-critical	Level of sign.	Decision
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Male	246	2.98	.68	0.288	1.960	0.05	Ho ₁ not significant.
			406				
Female	162	2.96	.69				

Results in table 2 indicated that the mean scores of male and female respondents stood at 2.98 and 2.96 respectively. A close look at these mean scores showed that they are closely related and did not differ significantly from each other. Furthermore, at 406 degrees of freedom and 0.05 level of significance, the calculated z-score of 0.288 was by far less than the z-table or critical value of ± 1.960 . Hence, the researcher failed to reject the null hypothesis and therefore established that, there was no significant difference between the mean scores of the male and female respondents on the roles of filming skills on the economic sustainability of secondary school graduates on Cross River State.

Discussion of Finding

Role of Filming Skills on the Economic Sustainability of Secondary School Graduates in Cross River State, Nigeria

The role of creative skills on the economic sustainability of secondary school graduates was investigated in this study. Findings indicated that filming skills play significant roles in the economic sustainability of some secondary school graduates in Cross River State. This is evidenced by the fact that some of them engage in video coverage, photography, camera repairs and maintenance to earn their living. This lifelong skill has enabled some secondary school graduates to become self employed, it has helped in reducing poverty, criminal activities and it has helped in the re-orientation of values which justifies the teaching of creative arts as a subject in secondary schools. By acquiring this skill, the individuals have become useful to themselves and the society. This finding is supported by Perry (2018) and Ekpo (2016) who in their respective studies observed that students who acquaint themselves with these skills irrespective of their gender learn it as a practice that supports long-term economic growth without negativity, rather, it impacts the social, environmental, psychological and cultural aspects of the society.

Acquiring the skill empowers the school graduates with the ability and competence that can help them to survive on their own without waiting for government's job. According to Longe (2017) many of today's school graduates are underemployed, impoverished and belong to the lower class. This condition is caused by lack of skill acquisition and capacity to start their own business enterprise. This therefore underscores the need for every secondary school student to acquire any skill of his/her interest before his/her graduation from school. This will enable him/her to cope with the economic challenges that will confront him/her after graduation from school.

Conclusion

The following conclusion was made based on the findings of the study:

Results of the study revealed that filming skills are very good and can help secondary school graduates to get jobs/employment or become self employed. These skills are trending practical skills that when appropriately acquired and applied, are capable of sustaining these students economically. In these days of high level of unemployment and economic recession, secondary school students need to be adequately prepared for life challenges after school. This can be done by equipping them with different forms of skills currently relevant in the society among which is filming skills.

Recommendations

The following recommendation was made based on the findings of the study:

1. It is important that the government should lay more emphasis on the developments and teaching of creative skills such as filming skills in secondary schools as this will expand the economic opportunities of these students after graduation.
2. There is need for the government to show more commitment in the provision of relevant equipment that is needed for acquire filming skills in these schools as the provision of these resources will improve on the chances of these students to acquire the competences needed for their economic sustainability in the future.
3. The curriculum of secondary schools should also be reviewed to capture some of these creative skills that students can acquire while in school and it should be designed in such a way that these students can use these skills to earn a living after graduation.

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