

ROLES OF HUMAN BEAUTIFICATION SKILLS ON THE ECONOMIC SUSTAINABILITY OF SECONDARY SCHOOL GRADUATES IN CROSS RIVER STATE, NIGERIA**BY****Obeten, Okoi Okorn: Department of Educational Management, Faculty of Education, University of Port Harcourt, Rivers State, Nigeria; E-mail: okoi123obeten@gmail.com****Prof. G. G. Kpee: Department of Educational Management, Faculty of Education, University of Port Harcourt, Rivers State, Nigeria****&****Dr. I. F. Jack: Department of Educational Management, Faculty of Education, University of Port Harcourt, Rivers State, Nigeria****Abstract**

This study investigated the roles of human beautification skills on the economic sustainability of secondary school graduates in Cross River State. The study was guided by one research question and one null hypothesis. The design adopted for the study was descriptive survey design. The study population was 90,933 secondary school graduates comprising 54,420 males and 36,280 females distributed across the 233 public secondary schools in the 18 LGAs in Cross River State. The sample of the study consisted of 420 students comprising 252 males and 168 females which were drawn using stratified random sampling technique. Instrument adopted for collection of data was a self-designed questionnaire that had reliability coefficient of 0.82. The 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. Result of the study indicated that human beautification skills can sustain secondary school graduates who practice them economically by making these students entrepreneurs and employers of labour. The study also showed that there was no significant difference between the mean scores of male and female respondents on the roles of human beautification skills on the economic sustainability of secondary school graduates in Cross River State. The study recommended based on its findings that school administrators should make policies that will make teaching and learning creative skills such as human beautification compulsory for students for their economic sustainability.

Keywords: Human beautification, Economic sustainability, Secondary school, Graduates, and Cross River State

Introduction

In economics, education and learning is treated as an investment. Not everybody is equally likely to invest in the same amount of education. In the first place, people differ in their capacity to acquire skills and as such, the decision to invest in education will depend on information available at the time of investment (Hani *et al.*, 2020). Human capital is considered to be the driving force of economic growth. Investments in skills are vital to keep up with especially technological changes but also with other changes as a result of market developments or economic developments.

Under the assumption that skills matter economically and socially, policy makers have an interest in knowing what factors are related to higher skill levels. Of course the prime focus of interest is to assess the effects of factors that are directly affected by policy, such as the provision of formal and non-formal organized learning activities like education and training. But it is also relevant to compare the efficiency of these skills production routes with the efficiency of other routes not directly under the control of policy makers, such as the informal learning activities people can engage in.

Human Beautification Skills

Human beautification skill is the act of making the human physical body appealing and beautifying to the eyes. Body beautification or human beautification skill is a form of beautification which encourages

human to adorn their bodies in order to look beautiful or attractive. Human beautification skills help students become care-givers to people in the society and immediate family members. This is so because they help groom members of the society which cut across toddlers, children, teenagers, adults and the aged. Grooming include preferences for personal and group coverage in terms of nail trimming, hair plaiting and barbing (shaving), waxing (body removal of hair) nose piercings, ear piercing, tattoos, body painting, nail fixing, massaging, (body and head massaging) and so on. All these enumerated personal grooming preferences require skills and all could also be a source of revenue generation which will in turn help individuals to become more useful to themselves, family and the society at large (Lidaka & Lanka, 2014; Okwuagbala, 2019; Akutu, 2017) both for immediate and future purpose.

Human beautification skills involved direct body decoration of human beings, meaning decorations made directly on the body. Some of them are temporary like powder, lipstick application, eyeliner application, camwood application. While some are permanent like tattoos and facial marks and so on. Secondary school students who are taught human beautification skills in the subject creative arts are exposed to the differences that abound in various type of beautification; that is, whether temporary or permanent and this goes a long way to making them responsible and self-reliant as well as individuals who encourage people (peers, friends and family) to work so as to feel more accepted in the society (Iroegbu, 2017) and this is beneficial to all.

The quest for beautification of humans is as old as man. In the African culture from the time of the ancient Egyptians, hair care, make up and body colorations has always had aesthetic, spiritual and physical importance or relevance. Individuals as well as corporate organization believe that physical presentation matters a lot and helps in self esteem gravitation. Human beautification is taught as creative arts to students in the secondary school and it gives them an insight to understanding as well as learning to preserve certain beautification items such as cowries, beads, coins, white chalk, powder, kwali, janseki, tangele, camwood and so on. Knowledge about these beautification items by secondary school students is believed to be a way of cultural preservation. Also, the sale of these items could also serve as a source of income generation that will help these students become more independent members of the society who may not need to wait for white collar employment opportunity before solving needs as they arise in their homes or the society at large (Belkin, 2015) and this is a choice that cannot be jettisoned by anyone.

Scholars such as Frey (2003) have asserted that the reasons why students should acquire creative skills such as the human beautification skill cannot be overemphasized as this does not only determine the present but also future economic sustainability of the student. Furthermore, Eze (2016) have also asserted that the growth in technology has made the acquisition and application of these skills easier. The onus therefore rest on the government, teachers and students to collaborate in the development of these skills as this will contribute to the economic sustainability of the student and also reduce the economic challenges of the nation at large.

Theoretical Perspective

The Scientific Management Theory

The scientific management theory was propounded by F. W Taylor in the year 1911. Taylor meant that scientific management comprises a combination of four great underlying assumptions. These assumptions are as follows:

1. The development of a true science to replace the intuitive method of doing things. He felt that for every task, one best way should be determined.
2. The scientific selection of workmen – that is, scientifically selecting the best person (creative workforce) for the job and training him thoroughly in the tasks and procedures to be followed and giving him jobs for which he/she is best suited physically as well as intellectually.
3. The scientific education and development of workmen and

4. Intimate friendly cooperation between management and the workmen (the doers) to ensure that work is being done according to established standards and procedures.

This theory suggests the best way to increase production in any organization. Taylor also believed that managers who followed his guidelines would greatly improve productivity and the efficiency of the workmen. In fact, Taylor became very much interested and resolutely committed to eliminating the inefficient and wasteful practices of the past. He aimed at developing solutions to problem of labour inefficiency and felt that employees were truly rational calculators, real economic men who could be programmed to be efficient machines. He therefore, believed that through careful analysis, both managers and workmen could be united in a harmonious unit, which would function for the benefit of both.

The relevance of this theory to the study is that, Taylor invested in the training and development of his workmen and in turn achieved improved performance in the production of goods and services. The scientific management theory generally has been recognized to improve on productivity wherever it is being applied in the enhancement of employee skills (Burley, 2019). Also, it is believed that if Cross River State government invests adequately in creative skills such as human beautification for her secondary school students before their graduation, employability skills and self reliant skills of secondary school graduates will be greatly improved upon. This step will not just be of benefit to the students alone but the state as well as the federal government will indirectly benefit from this effort as the level of unemployment, education wastage and expenditure on social welfare programmes will be greatly reduced since the students will then be economically self reliant.

Objective of the Study

The aim of the study was to investigate the roles of human beautification skills on the economic sustainability of secondary school graduates in Cross River State. In specific term, the objective of the study was to:

1. identify the roles of human beautification skills on the economic sustainability of secondary school graduates in Cross River State.

Research Question

The following research question was answered in the study:

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

Research 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 human beautification skills on the economic sustainability of secondary school graduates in Cross River State.

Methodology

The study adopted the descriptive survey design. The population of the study comprised of all the 90,933 secondary school graduates consisting of 54,420 males and 36,280 females distributed across the 233 public secondary schools in the 18 LGAs in Cross River State. The sample of the study consisted of 420 students which was made up of 252 males and 168 females and were drawn using stratified random sampling technique. The instrument used for data collection was a 5-items self-designed questionnaire tagged "Human Beautification Skills for Economic Sustainability of Secondary School Students Questionnaire" (HBSESSSQ). The face and content validities were determined by two Measurement and Evaluation experts from University of Port Harcourt. The reliability of the instrument was estimated using Cronbach alpha statistic with reliability coefficient of 0.80 which showed that the instrument was reliable. In the study, there were 420 copies of questionnaire administered by the researcher with the aid

of two trained research assistants out of which 408 copies of the questionnaire which was 97.1% were filled and returned. The 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 Human Beautification Skills on the Economic Sustainability of Secondary School Graduates in Cross River State?

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

S/N	Roles of human beautification skills on economic sustainability of secondary school graduates.	Male n = 246	Decision	Female n = 162	Decision		
1	Human beautification skill acquired in secondary school has helped some people to open hair dressing /barbing saloon.	3.02	0.64	Agreed	3.00	0.66	Agreed
2	Human beautification skill helps some people to sustain themselves through manicure /pedicure services.	2.98	0.66	Agreed	3.11	0.60	Agreed
3	It has helped some people to train other people on this skill.	2.96	0.67	Agreed	3.07	0.64	Agreed
4	Human beautification skill has helped some people to employ other people.	3.10	0.62	Agreed	2.92	0.69	Agreed
5	Human beautification skill has increased entrepreneurship among secondary school graduates.	3.14	0.59	Agreed	3.01	0.65	Agreed
Aggregate mean and standard deviation		3.04	0.64		3.02	0.65	

Table 1 showed that items 1, 2, 3, 4 and 5 had mean score values that are greater than the criterion mean of 2.50. They were agreed on by the respondents as the roles of human beautification skills on the economic sustainability of secondary school graduates in Cross River State. The aggregate mean score of 3.04 and 3.02 for the male and female secondary school graduates respectively indicate that both classes of respondents have a common understanding of the roles of human beautification skills on the economic sustainability of secondary school graduates in Cross River State include the following: human beautification skill help some people to open hair dressing/barbing saloon; human beautification skill helps some people to sustain themselves through manicure/pedicure services; it has helped some people to train other people on this skill; human beautification skill has helped some people to employ other people; and human beautification skill has increased entrepreneurship among secondary school graduates.

Test of Hypothesis

Ho₁: There is no significant difference between the mean scores of male and female respondents on the roles of human beautification skills on the economic sustainability of secondary school graduates in Cross River State.

Table 2: z-Test of Difference between the Mean and Standard Deviation Scores of Male and Female Respondents on the Roles of Human Beautification 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
Male	246	3.04	0.64		0.306	1.960	0.05	Ho ₂ not significant.
Female	162	3.02	0.65	406				

Results in table 2 indicated that the mean scores of male and female respondents stood at 3.04 and 3.02 respectively. A very close look at these mean scores showed that they are closely related and did not significantly differ from each other. Furthermore, at 406 degrees of freedom and at 0.05 level of significance, the calculated z-score of 0.306 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 male and female respondents on the roles of human beautification skills on the economic sustainability of secondary school graduates in Cross River State.

Discussion of Findings

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

The study revealed that human beautification skill has helped some secondary school graduates to practice hair dressing/barbing saloon, manicure/pedicure services thus increasing entrepreneurship among them. It has helped in the economic sustainability of these young school leavers. Acquiring this skill has helped some of them to open their own businesses, employ other people in their shops and even recruit and train other people informally on this skill. This skill has positive effect on those who have acquired it because it enhances their economic sustainability and that of their dependents. This skill has helped to keep some people out of the streets thereby enhancing the socio-economic stability of the society.

This finding is in line with the submission of Ching (n.d.) who identified components of human beautification skills as nail trimming, hair plaiting and barbing, waxing, nose piercing, ear piercing, tattoos, nail fixing, body painting and body massaging, each of this body beautification exercise requires some special skills and each of them could be a source of economic sustainability to someone that practices it. This finding is equally in agreement with Rathgeb *et al.* (2019) whose study observed that students believed that human beautification skills were of great benefit to them both as an acquired skill and an indulged skill. Human beautification skill is therefore very relevant in the life of young people because this skill will help them to take care of themselves by indulging in it as a fulltime business or on part time basis to earn money to themselves. Acquiring this skill enhances the ability and chances of some secondary school graduates to become independent and self employed.

Conclusion

The study concluded as follows:

1. It was revealed that revealed that creative skills such as human beautification skills play positive roles in the economic sustainability of secondary school graduates in Cross River State. These skills when acquired and applied help to sustain people economically.

Recommendations

The following recommendations were made in line with the findings of the study:

1. There is need for school administrators to monitor and supervise adequately the teaching and learning of creative skills especially the human beautification skills in Cross Rivers State. These school administrators should make policies that will make teaching and learning of creative skills compulsory and effective for the economic sustainability of these students.

2. The government should train and deploy experts in creative skills such as human beautification to these schools who will help groom students appropriately for their economic self reliance at graduation.
3. The growth in technology can also be harnessed in the development and promotion of the human beautification skills of these students and as such, it is important for the government to concentrate on the supply of basic technological resources that will promote the acquisition of these skills for the economic sustainability of students.

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