

Effectiveness Of The Skills Acquisition Programme Of Spdc And Nddc

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Abstract:- This study was carried out to evaluate the effectiveness of the Skills Acquisition Programmes of SPDC and NDDC. The study areas were Rivers and Bayelsa States respectively. The sampling technique employed for the purpose of this research was purposive sampling to arrive at a total of 22 out of 35 centres in both states, while simple random sampling was used to arrive at a sample size of 271 valid respondents which was constituted of 16 Rivers State youths and 105 Bayelsa State youths. The results showed that SPDC (Mean = 57.69; Var. = 0.092) skill acquisition training programme had a greater effectiveness than NDDC's (mean = 52.53, Var. = 0.099) in their target community, with a difference in mean of 5.16. On account of this slim difference in both programmes and the overall results and observations, the two programmes were adjudged to be effective with graduates of both programmes being able to earn a living from the acquired skills. Amongst other reasons for the effectiveness of the SPDC programme, SPDC utilized the services of NGO's and other professional bodies for their youth training programmes, while NDDC attached their trainees to roadside trainers in the workshops mostly. The study therefore recommends that the Government and the private sector should ensure Skills Acquisition Training Programmes are effective through effective supervision, monitoring and provision of Information Communication Technology (ICT).

Keywords: *skills acquisition, Shell Petroleum Development Company, Niger Delta Development Commission*

I. INTRODUCTION

The effectiveness of every programme is evaluated on the basis of the attainment of the programme's goals/objectives with respect to the expected effect or impact of the programme upon the target people or area. Effectiveness simply refers to the grade or level to which the expected products, effects and impacts of a programme are achieved (Ousman, 2007). It is relative, and when viewed with respect to human resource development (which is the fundamental purpose of Skills Acquisition Training Programmes), effectiveness must be determined with respect to the goals of the program being examined (FAO, 2002). Skills Acquisition Training Programme is an adult education programme which is designed to impart various skills on the participants, and meet immediate needs such as jobs, self-reliance and curb restiveness among youths. This is a training programme that empowers participants to acquire skills in the area of electronics, masonry, carpentry, electricity wiring/installation, hair dressing, barbering, driving, vehicle repair and maintenance, plumbing, fittings, mobile phone repair, computers repair and appreciation among others.

The objectives of skills acquisition programme of Shell Petroleum Development Company (SPDC) which was established in 2002 in old Rivers State are to:

1. enable the participants acquire necessary skills for self-employment,
2. enable the youth in the host community be eligible for employment,
3. expose the youth to enterprise management and leadership training,
4. prepare them for future challenges of self-employment, and
5. help the youth acquire vocational skills which will make them self-reliant Entrepreneur.

While that of the Niger Delta Development Commission (NDDC) started her skills training programme in 2006 in Rivers State. The objectives of the programme were as follows:

1. to eradicate poverty in the region,
2. train youths in vocational skills in various trades such as fishing, welding, automobile and river craft repair etc,
3. produce or create pool of skilled tradesmen.

(boost the local content of the oil industry and at the same time encourage self-reliance and entrepreneurship among the youth. (Aniete, 2006).

Effective planning and execution of skills acquisition training programme would boost economic development and empower youths with relevant skills and knowledge necessary for job creation. It would further divert the attention of youths from violence to economic development ventures. In view of the above, various Governments, Federal and State, Federal agencies and multi-national oil companies have embarked on these training programmes in Niger Delta of Nigeria. These training programmes are established to create jobs for teeming population, thereby addressing the issue of unemployment and to check restiveness in the Niger Delta region.

Some of these development agencies involve in skills training programmes are National Directorate of Employment (NDE), Niger Delta Development Commission (NDDC), Schools to Land of Rivers State (SL), The Adolescent Projects (TAP), and Skills Acquisition Authority (SAA) Rivers. Another establishment that run similar programme is the Songhai Delta Vocational Centre, Amukpe, Delta State, (Ovwigho and Ifie, 2004). NDDC has embarked on skills acquisition training programme in order to fulfill her master plan project on which it was established. This was mounted to address the problems of unemployment and restiveness in the Niger Delta.

In her effort to create jobs, and offer skills acquisition training, the NDDC mounted skills acquisition training programme with various trades in Rivers and Bayelsa States. The two establishments, NDDC which was development agency of Federal Government of Nigeria and SPDC which is a Multi-national Oil Prospecting company (private company) have similar policy for mounting skill acquisition training programme in Niger Delta. The policy of these two programmes is to address the unemployment problem in the various areas of operation by training youths in various skills and trades which will enable the trainees become self-reliant in their various occupations. It will offer the trained youths the opportunities to generate jobs for others, which in turn would reduce unnecessary tensions in Niger Delta areas. This study focused on the evaluation of skills acquisition training programme of SPDC and NDDC in Niger Delta Area. Again, the research will expose the challenges and prospects of effective running of skills acquisition intended to fashion out solutions to the problems

II. METHODOLOGY

Study Area

The study was carried out in two States in the Niger Delta Region which are Rivers State and Bayelsa State. The Niger Delta region as recorded by Niger Delta Technical Committee's report (2008 as cited in Nwachukwu and Ekanem, 2016) is one of ten most important wetlands and coastal marine ecosystems in the world containing a diversity of ecological zones such as sandy coastal ridge barriers, brackish or saline mangroves, freshwater, permanent and seasonal swamp forests, and lowland rain forests (Nwachukwu and Ekanem, 2016). The region comprises of nine oil producing States which are: Abia, Akwa Ibom, Bayelsa, Cross River, Delta, Edo, Imo, Ondo and Rivers States. The region has 188 local government areas, over 40 ethnic groups who speak more than 250 languages and dialects (Nwachukwu and Ekanem, 2016). The region had an estimated population of 26.7 million in the year 2002 as projected by the Nigerian population commission. It is wetland and covers 70, 000km². It produces 100% of Nigeria's oil and gas resources. The region is rich in agriculture resources including palm oil, Cassava, Rubber, Cocoa, cola nut, and a diversity of aquatic resources, thus making farming and artisanal fishing the main source of livelihood in the area. Specifically, the States make up the study area of this research are Rivers State and Bayelsa State.

Sampling Technique and Sample Size

The study adopted a Multi-Stage sampling process which consisted of a combination of purposive and random sampling techniques. Multi-stage sampling is a type of sampling that is used when the sampling is to be done in several stages that requires the researcher to employ a varying range of sampling techniques. There is however, no specific order for the implementation of the different sampling techniques. For the purpose of this research, Twenty-two (22) out of thirty-five (35) skill centres were purposively selected in both Bayelsa and Rivers State respectively. A total of 300 respondents were randomly selected and was constituted of a total of one hundred and sixty-six (166) youths in Rivers State and one hundred and five (105) youths in Bayelsa State.

These figures indicate a total percentage enrollment of approximately 35% for Bayelsa State and 65% for Rivers State. A structured questionnaire was issued to each respondent but a total of two hundred and seventy-one (271) were retrieved for analysis from the twenty-two (22) centres. A total Twenty-nine (29) copies of the questionnaire were discarded due to incomplete information and inconsistency. Thus, 271 respondents constituted the sample size for the study.

III. METHOD OF DATA COLLECTION AND ANALYSIS

Data collection was done with the aid of a well-structured Questionnaire, Interview, Focus Group Discussion (FGD), review of relevant Literature, and experienced enumerators and local interpreters were used. Data analysis was subjected to both descriptive and inferential statistics (using SPSS software). Descriptive statistics were mainly frequency count, percentages, mean and appropriate measure of central tendencies, and tables. The following inferential statistics were used according to their models: Associated statistics, Multiple Regression, and Analysis of Variance (ANOVA).

IV. RESULTS AND DISCUSSION

General Evaluation of the Effectiveness (Relevance) of the SPDC and NDDC Skills Acquisition Programme

The following results presented in Table 1 rank the perceptions and mean of the participants of the SPDC and NDDC on the general “relevance” variables or effectiveness of the programmes. The results showed the mean of the frequencies of ranks recorded on each of the 23 items of the questionnaire. The responses were ranked into “Very Effective” (4), “Effective” (3), Fairly Effective (2) and “Not effective” (1) in the question sub-section constituting 23 response items that indicated the rank of their perceived relevance or effectiveness of the training programmes generally.

This indicated that items indicating effectiveness levels were ranked to be effective by the two groups, NDDC and SPDC participants of the programmes. However there were variations in the levels of their ranks which needed to be verified by test of hypothesis (which is presented later in this work). On the whole the trainees generally perceived that the programme was effective and relevant.

Other factors that should not be sidelined in the areas observed programme effectiveness was her attendant constraints which could be attributed to the fact that some respondents were house wives residing in the rural areas. The participants of NDDC and SPDC had low level education; coupled with their poor educational background, it affected their sense of judgement during their response period. Again the high level illiteracy and rural life could have accounted for variation in response as regards overall assessment of result of the programme being effective and its monumental problems as claimed in the study.

By the result obtained the programmes recorded effectiveness despite their attendant problems. It is said that most government programme never produced profit rather they were established to reward the political class of their supporters. When it was viewed in this dimension, it became apparent and obvious that NDDC might not be effective especially when weighed with SPDC. SPDC is a private establishment whose major aim was to make profit at all cost and so was obliged to please her host community to ensure harmonious relation. SPDC skills acquisition training programme has a sort of meaning and relevance of efficiency to concerned community in where she functioned.

This could be justified by mean of SPDC 57.69 while that of NDDC 52.5. This clearly marked the different level of effectiveness of the two programmes run by NDDC and SPDC. There are certain factors responsible for the difference, they are:

- (1) SPDC utilized the services of NGO’s and other professional bodies for their youth training programmes, while NDDC attached their trainees to roadside trainers in the workshops mostly.
- (2) Again, the NDDC training centres were more on roadside workshops which lack some basic training facilities.
- (3) SPDC training package had an element of formal organization while that of NDDC were mostly informal service delivery.

Table 4.5a indicated these arguments. However, there were various problems rocking the programmes of NDDC and SPDC and that were purely Nigerian factors, which appeared common to all programme run in this country. Some of these constrains were; embezzlement of fund or mis-management of fund, Nigerian factors or politics, lack of evaluation and monitoring, stipend not regular, provision of job not available, lack of equipment, training facilities and infrastructure. However, from the overall results and observation, the two programmes of skills training of NDDC and SPDC were adjudged effective based on data in Tables 1 and 2, the majority of graduates of both agencies NDDC and SPDC were able to earn a living. Again the variations in the levels of their ranks would be verified by test of hypothesis.

Table 1: Frequency Distribution of the Level of Effectiveness of the Skills Acquisition Programme of SPDC and NDDC

ITEM	Mean NDDC	Remarks	Mean SPDC	Remarks
What extents were you allowed to use tools in workshop?	2.54	Fairly Effective	2.59	Effective
How were your access to computer for your practice and training	3.18	Very Effective	3.46	Very Effective
How conducive is your learning environment?	2.48	Not Fairly Effective	3.33	Very Effective
How was their personal protective equipment at your work place?	3.10	Very Effective	3.10	Very Effective
How were equipment for your study utilized for practicals?	2.36	Fairly Not Effective	3.13	Very Effective
What were instructors attitude towards instructions?	2.54	Fairly Effective	2.67	Effective
How did you see the learning facilities?	2.90	Effective	3.10	Very Effective
How did you rate instructors efficiency and qualification in terms of subject matter delivering?	3.01	Very Effective	3.04	Very Effective
What is your opinion of stipends payment?	2.67	Effective	3.21	Very Effective
Are those trained getting jobs now?				

	2.53	Fairly Effective	2.82	Effective
Can the trained youth form co-operative association in a particular skill?	2.83	Effective	2.90	Effective
How are the trained youths on the job now?	2.78	Effective	3.16	Very Effective
How did The package programme meeting the felt – need of the beneficiaries?	2.61	Effective	3.72	Very Effective
How do you rate the supply and distribution of starter pack?	3.08	Very Effective	3.09	Very Effective
What is your opinion on reaching the target youths with appropriate technology?	2.94	Effective	3.03	Very Effective
How did you rate the skill acquired regarding the need of the society?	2.29	Fairly Not Effective	2.66	Effective
How did you rate availability of equipment and facilities of the programme	2.43	Fairly Not Effective	2.48	Not Fairly Effective
What did you think about timeliness of this programme	2.88	Effective	2.85	Effective
How were the directions plans for the trainees?	3.38	Very Effective	3.35	Very Effective

Source: Field Data 2009.

Table 2: Analysis of Effectiveness of Skill Acquisition Programme of NDDC/SPDC

Anova: Single Factor						
SUMMARY						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
Mean NDDC	19	52.53	2.764737	0.092282		
Mean SPDC	19	57.69	3.036316	0.098969		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between	0.700674	1	0.700674	7.327273	0.010319	4.113165

Groups						
Within Groups	3.442516	36	0.095625			
Total	4.143189	37				

Source: Field Data 2009.

V. CONCLUSION AND RECOMMENDATION

In conclusion, as can be seen from the result of this study, the Skills Acquisition Training Programme of SPDC and NDDC have been thus far effective but not bereft of problems. The primary aim of every Skills Acquisition Programme is to equip the target recipients with relevant skills that make them economically important and help them earn a living. Both SPDC and NDDC programmes respectively have achieved this; however, problems such as embezzlement or mismanagement of fund, Nigerian factors or politics, lack of evaluation and monitoring, inconsistent payment of stipend, unavailability of job provision, lack of equipment, and poor training facilities and infrastructure still stifle the impact of the programmes and their effectiveness. The study therefore recommends that the Government and the private sector should ensure Skills Acquisition Training Programme is effective. This could be done by effective supervision, monitoring and provision of Information Communication Technology (ICT), and modern equipment for easy learning. There is need to ensure that adequate funding is made available to ensure prompt payment of stipends and starter packs. Apart from this, experts and professionals should be engaged to train these youths. Government in addition should ensure that these Skill Acquisition programmes graduate youths secure job or be given micro credit facilities which could be paid back.

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