

Technical Vocational Education and Training (Tvet) and Effective Local Content Act Implementation in Rivers State

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ABSTRACT: This study examined the role of technical vocational education and training (TVET) programmes in effective local content act implementation in Rivers State. The research work was conducted at the Ken Saro-Wiwa Polytechnic, Bori and Captain Elechi Amadi Polytechnic, Port Harcourt. Descriptive survey research design was used for the study. A sample of 20 lecturers in the engineering section of the above mentioned institutions were used for the study. Two research questions guided the study and a null hypothesis was formulated. The instrument used for the study was a questionnaire constructed using a five point Likert rating scale which was validated by three experts. The reliability co-efficient of the instrument was 0.90 which was ascertained using Cronbach's Alpha correlation. Data derived from the field was analyzed using mean, standard deviation and Grouped t-test. The study revealed that TVET programmes play major roles in the implementation of local content act initiative in Rivers state by- training individuals all-round (skill-wise, behaviour-wise and knowledge-wise) so they can fit in properly into companies within the state and beyond. Through TVET, individuals will have the opportunity of getting used to tools, equipment and machines they will meet later in the oil and gas industry. TVET also helps to inculcate the right work behaviour and attitude needed for a conducive work environment as grandaunts are also trained to be worthy in character. Improvements in funding, purchasing of newer and sophisticated materials, improvement in the synergy between schools and companies were some of the recommendations made in this study.

Keywords: TVET, local content act, skills, Education, oil & gas, Rivers State, empowerment.

I. INTRODUCTION

The Federal Government of Nigeria, under the leadership of President Goodluck Ebele Jonathan (GCFR), in March 2010, signed into law the Local Content Development Act 2010. The Nigerian Local Content Act aimed at promoting industrialization of the nation's oil and gas industries and thereby improving the economic and social well being of citizens as engaged in the industries. The Act, also envisaged tackling the problem of insufficient value addition to the Nigerian economy arising from the near lack of local capacity/capability in the industrial sector especially in the petroleum industry (Bello, 2010).

Local content refers to a set of policies that increase the utilisation of national human and material resources in the oil sector and domiciles in-country oil-related economic activity previously located abroad. With passage of the Nigerian Oil and Gas Industry Content Development Act of 2010 (henceforth referred to as the Nigerian Content Act or NOGICD Act, a new agency called the Nigerian Content Development and Monitoring Board (NCDMB) was formed to implement local content policies.

In Nigeria, TVET is part of the formal education system incorporated in the three levels of education (primary, secondary and tertiary) with a view to meeting the nation's need for skilled manpower and support the economic state of the individual and the nation in general. The goals of technical and vocational education according to the Federal Republic of Nigeria in her National Policy on Education (2004:30) are to:

- (a) Provide trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technical levels;
- (b) Provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development;

(c) Give training and impart the necessary skills to individual who shall be self-reliant economically.

TVET as defined by UNESCO (2001) is:

“Referring to those aspects of the educational process involving in addition, to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life”.

Orifemi (2009), stated some aspects of training and education that TVET covers, they include- metalworking, electrical/electronics, engineering drafting, crafts, building skills. Technical and vocational education and Training has a strong symbiotic relationship with the Local Content because of its value to the Nigerian economy. This value is derived from certain key capacities and capabilities within the Nigerian economy that have significant inter-sectoral applications, that is, local content can be targeted at and used to harness a hub of skills and technical competence which can be applied to a number of industries. A classic example of this can be seen in the requirements for the 100% mandatory in country welding and fabrication in Section 53 of the Act. Welding and fabrication which are part of TVET cut across the building; construction; automotive; shipping; telecommunications; aviation and rail industries and the impact of this provision on local and foreign investment in capacity development in these activities is expected to produce an exponential increase in size but also in specialization of the industry (Gaius-Obaseki,2010).

This implies that TVET is part of the nucleus of development of both industries and human capital which also plays an important role in the implementation of the Nigerian Local Content Act of March 2010.

STATEMENT OF THE PROBLEM

Like the old saying goes, a round peg should be put in a round hole. Owing to this statement and fact, it is very crucial that individuals who intend to work must be qualified for the job.

According to Iweiku (2013), a lot of Nigerians and Nigerian graduates are ‘unemployable’ in major firms due to the fact that they lack the necessary skills and knowledge. Maryline (2008), also opined that education is the key to producing a meaning and productive man in the society today.

According to a report on Vanguard (2014), 63% of Nigerians are not given jobs in firms as they lack the trainings needed for the

tasks. Ewelimo (2009), stated “the uprisings in the Niger Delta region can only be curtailed when youths are meaningfully employed and engaged” (P.21). But as seen in Jumobia (2006), local content cannot be achieved fully as unqualified individuals cannot be employed by local and multinational firms to work for them.

Obasa (2009), further stated that lack of experience and expertise in certain operating environments and difficult prequalification and bidding requirements for the award of contracts has negatively affected local content act implementation in the country.

Also Oladele (2001), Heum et al. (2003), Neff (2005), Ihua (2010), and Monday et al. (2012), stated that the Nigerian oil and gas industry was dominated by foreign workers who created more jobs for their brothers in the oil service sector because local oil companies were alleged to comprise of less skilled employees. Heum et al. (2003) and Ihua (2010) articulated that the Nigerian petroleum industry lacks adequate locally trained experts and skilled manpower.

So there is a need to find how TVET programmes can aid in the implementation of local content act especially in Rivers state which is an oil/gas producing state with lots of unemployed youths.

PURPOSE OF THE STUDY

This study aims to identify the following:

- I. The challenges facing the implementation of local content act in Rivers state.
- ii. The roles TVET can play in local content act implementation in Rivers state.

RESEARCH QUESTIONS/HYPOTHESIS:

The study aimed at providing answers to these questions:

1. What are the challenges facing the effective implementation of local content act in Rivers state?
 2. What roles can TVET play in the effective implementation of local content act in Rivers State?
- A null hypothesis was formulated for the study and tested at 0.05 level of significance:

H_0 : There is no significant difference in the mean responses of lecturers of KENPOLY and lecturers of PHPOLY in the roles TVET can play in effective implementation of the local content act in Rivers State.

SIGNIFICANCE OF THE STUDY

The findings of this study will be beneficial to the Rivers state government, Rivers state youths, educational institutions running TVET programmes and future researchers.

The Rivers state government will benefit from the findings of the study since they will showcase the problems affecting the implementation of local content act in the region. Thus, in turn, this will enable government and relevant stake holders to properly address the matter. Also, the youths in Rivers state will benefit from the findings. This would make them to become aware and sensitised on the problems that has negatively affected their chances of being employed in adherence to local content policy. In addition, the educational institutions running TVET programmes in the state will derive benefits as well, since the findings of the study will expose the problems in local content act as well as the remedy work TVET can do. Future researchers too in similar fields of interest will gain relevant information for judicious use in their works when they handle this research piece.

II. LITERATURE REVIEW

The Nigerian Oil and Gas Development Law 2010 defines local content as “the quantum of composite value added to or created in Nigeria through utilization of Nigerian resources and services in the petroleum industry resulting in the development of indigenous capability without compromising quality, health, safety and environmental standards (Gbegi& Adebisi,2013). It is framed within the context of growth of Nigerian entrepreneurship and the domestication of assets to fully realize Nigeria’s strategic developmental goals.

Taking the definition of the 2002 NCLCD report, the NOGICD Act defines Nigerian content as “the quantum of composite value added to or created in the Nigerian economy by a systematic development of capacity and capabilities through the deliberate utilisation of Nigerian human, material resources and services in the Nigerian oil and gas industry.

James (2015), In a nutshell said the essence of Local Content Act is to give Nigerian oil companies first consideration in the award of contracts and employment, and to contribute significantly to human capital development in the Petroleum Industry.

Kolawole and Adepoju (2007), remarked that vocational education is the ability to use one’s skills gainfully and displays one’s intellectual and economic horizon well enough to be able to tackle very effectively many of the economic problems confronting individuals and the country as a whole. From the forgoing, vocational education prepares individuals for the world of work. Work is a very important factor in a man’s life. Work has truly enabled man to satisfy his rapidly increasing needs

and wants. Education for work had its inception more than four thousand years ago (Akaninwor 2012).

Skills and knowledge are the engines of economic growth and social development of any nation (Goel, 2010), and Technical Vocational Education and Training (TVET) holds the key to training the skilled and entrepreneurial workforce needed for the changing technological workforce (Afeti, 2010).

UNESCO (2011) stated that technical and vocational education and training is a prerequisite for sustaining the complex structure of modern civilization and economic and social development. The neglect of technical and vocational education over the years may have contributed to the high unemployment and rising poverty among the youth, because many of them lack the basic job skills. For this, Nigeria is today categorized under the list of poor nations. It is no longer news that the nation’s youth unemployment rate has been shooting up the sky (Dike, 2007). The federal government recently acknowledged that about 80 per cent of Nigeria’s youths are unemployed and 10 per cent underemployed (Daily Trust, 2013). And the poor quality of graduates is worrisome (Egwu. 2009). In spite of its abundant natural and human resources, Nigeria still faces an enormous challenge in its effort to reduce poverty.

Further, Atchoarena&Delluc (2001) opined that TVET refers to education which is mainly to lead participants to acquire the practical skills, knowhow and understanding, and necessary for employment in a particular occupation, trade or group of occupations. Uwaifo (2010), defined TVET as the training of technically oriented personnel who are to be the initiators, facilitators and implementers of technological development of a nation by adequately training its citizenry on the need to be technologically literate, leading to self-reliance and sustainability.

Section 3 (2) of the Local Content Act provides that Nigerian indigenous service companies which can demonstrate ownership of equipment, Nigerian personnel and capacity to execute work on land and swamp will receive exclusive consideration for work in those areas. So it is very crucial that the personnel be adequate and capable to carry out the needed tasks.

Section 25 of the Act requires the establishment of project offices by project promoters and operators in catchment areas where projects are to be carried out. These offices are to be established before the commencement of the projects and are required to have authority to take decisions on project management and procurement.

This provision has the capacity to compel contractors to utilize local skills and in so doing, practically skilled workers will be needed, but they must first of all have undergone relevant trainings.

Sections 49-53 of the Act exclusively domicile to Nigerian service providers all fabrication/welding business, respectively, in the Nigerian petroleum industry. The potential it creates is that it should develop the relevant industry technical and vocational skills (capacities and capabilities), increase exportable expertise in these areas.

Therefore, TVET programmes are really crucial to produce the right individuals needed for placement in Nigerian indigenous companies (Dokubo, 2005).

III. METHODOLOGY

RESEARCH DESIGN

The researcher adopted the descriptive survey research design. According to Nwankwo (2013), the thrust in the use of this design is that certain features or variables are merely described as they are at that particular time.

POPULATION AND SAMPLE

The population for the study was 20, which comprised 10 lecturers in each of the school of engineering in Ken Saro-Wiwa Polytechnic, Bori (KENPOLY) and Captain ElechiAmadi Polytechnic, Port Harcourt (PHPOLY).

INSTRUMENT FOR DATA COLLECTION

The instrument used for the study was a carefully constructed questionnaire using a five point Likert rating scale titled "Role of Technical Vocational Education and Training in Local Content Act" (RTVETLCA) with two parts. However, part one contained the respondent's bio data, while part two had three sections (Sections A-C). Section A was on challenges facing the implementation of TVET in Rivers state, section B was on the role of TVET in local content act implementation in Rivers State, and section C was on the strategies for enhancing TVET programmes

in Rivers state for effectiveness. Section A and B had 14 and 7 items respectively, making up a total of 21 items in the questionnaire.

VALIDATION AND RELIABILITY OF THE INSTRUMENT

The questionnaire was validated by three statistical and research experts. Corrections and alterations were made to the questionnaires and the amendments were done by the researchers. The Cronbach's Alpha correlation technique was used to ascertain the reliability of the instrument, which yielded 0.90. Thus, this implies that the instrument was reliable.

METHOD OF DATA ANALYSIS

Data derived from the field were analyzed using mean, standard deviation, and Grouped t-test. Mean and standard deviation was used to analyze the research questions. All the calculated mean of items with value from 3.50 and above were considered as "agree"; mean values less than 3.50 but greater than 2.40 (i.e. 2.50-3.40) were considered as "undecided"; while mean values for items that were less than 2.5 (i.e. 0-2.40) were considered as "disagree". Mean values of 3.50 and above were accepted, while mean values ranging from 2.5-3.4 were taken as "undecided". In addition, calculated mean values of 0-2.40 were rejected.

Furthermore, the hypothesis was tested using the grouped t-test statistics at 0.05 level of significance. Also, it was decided that where the t-calculated value was equal or greater than the table t-value, it indicates there is a significant difference; the null hypothesis is rejected but if otherwise, the null hypothesis is accepted.

IV. RESULTS, DATA ANALYSIS, AND DISCUSSION

Research Question 1

What are the challenges facing the effective implementation of local content act in Rivers state?

Table 1. The challenges facing the effective implementation of local content act in Rivers state.

x	SD	decision	x	SD	decision	KENPOLY lecturers N=10	PHPOLY Lecturers N=10
1.		Rivers state youths lack needed practical skills	4.8	0.41	agree	4.46	0.93 agree
2.		Companies are unwilling to employ Qualified Rivers state citizens	4.2	0.89	agree	4.11	0.47 agree
3.		Rivers youths lack good work attitude	4.35	0.49	agree	4.46	0.50 agree
4.		Quest for cheaper labour by companies	4.5	0.51	agree	4.38	0.40 agree
5.		Failure by the government to checkmate Companies expatriate employment quota	4.1	1.07	agree	3.54	1.2 agree
6.		Violent traits common in Rivers state Youths	4.15	0.75	agree	4.77	0.42 agree
7.		High level of corruption exhibited by Nigerian Content development agency staff	4.8	0.41	agree	4.11	0.47 agree
8.		Poor funding of Nigerian Content development agency	4.46	0.50	agree	4.32	0.5 agree
9.		Laziness exhibited by Rivers state citizens	3.85	1.12	agree	3.72	0.96 agree
10.		lack of sound capital base for local businesses servicing the oil and gas Industry	3.60	1.14	agree	4.02	0.89 agree
11.		Improper supervision of oil and gas firms by relevant government agencies	3.70	1.13	agree	3.81	0.98 agree
12.		Most International oil companies are reluctant to abandon already established ties and deal with local companies for cost-saving reasons	4.3	1.16	agree	3.98	0.96 agree
13.		indigenous contractors have no proper business structure.	3.99	1.01	agree	4.21	0.78 agree
14.		most local companies are small, fragmented and incapable of attracting business loans.	4.32	0.99	agree	3.85	1.03 agree

The table 1 above shows that both lecturers of KENPOLY and PHPOLY accepted the above mentioned 14 items as the challenges facing the effective implementation of local content act in

Rivers state. This is in agreement with Maduabuchi (2002), who was of the view that when government agencies are poorly funded, they always perform below expectation. Graham-Lee (2003), also stated

that “the modern day business world tries all humanly possible to cut expenses to the barest

minimum, even if it requires minimizing staff strength” (P. 27).

Research Question 2

What roles can TVET play in the effective implementation of local content act in Rivers State?

Table 2. Mean responses on roles TVET can play in the effective implementation of local content act in Rivers State.

	x	SD	decision	KENPOLY lecturers N=10			PHPOLY Lecturers N=10		
				x	SD	decision	x	SD	decision
15. Training of Rivers citizens practical-wise	3.95	1.23	agree	3.46	1.51	undecided			
16. Inculcating of norms and values	2.85	1.42	undecided	4.77	0.42	agree			
17. Prepares individuals for managerial And supervisory roles	1.85	1.04	disagree	4.12	1.22	agree			
18. Teaching of job etiquettes	4.15	1.18	agree	3.77	1.32	agree			
19. Enables individuals adapt easily To workplace.	4.4	0.68	agree	4.32	1.16	agree			
20. Makes individuals to get used to Current technological advancements	4.1	1.32	agree	3.89	1.29	agree			
21. Teaching of needed theoretical knowledge.	3.77	1.03	agree	3.85	1.14	agree			

The table 2 above shows that lecturers of KENPOLY accepted items no. 15 and 18-21 as roles TVET can play in the effective implementation of local content act in Rivers State. They were undecided on item 16 and disagreed with item 17. PHPOLY Lecturers were undecided on item 15, but agreed with items 16-21. This agrees with Osuala (2005), who expressed the view

that proper education fully equips students for the world of work.

HYPOTHESIS:

There is no significant difference in the mean responses of lecturers of KENPOLY and lecturers of PHPOLY in the roles TVET can play in effective implementation of the local content act in Rivers State.

Table 3: Analysis of the mean responses of lecturers of KENPOLY and lecturers of PHPOLY in the roles TVET can play in effective implementation of the local content act in Rivers State.

Group	N	Mean	S.D	Df	Tcal	Tcrit	Decision
KENPOLY	10	4.35	0.69				
	18	0.4	1.960				Accept
PHPOLY	10	4.29	0.65				

N =20, df=18, p<0.05, * Accept

The results in Table 3 show that the calculated t-value (0.4) is less than the critical value (1.960) at 0.05 level of significance. The null hypothesis was therefore accepted.

V. CONCLUSION AND RECOMMENDATIONS

The study revealed that TVET plays a major role in effective implementation of local content act in Rivers state by training individuals all-round to fit in appropriately into jobs and firms. Based on the findings of the study, it is recommended that:

1. TVET should be given more attention by the Rivers state government as it will better the employment chances of Rivers citizens.
2. There should be improvement in the synergy between schools running technical and vocational courses and industries.
3. More awareness should be done by relevant stakeholder to enlighten youths in the state and the general public on TVET programmes.

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