Evaluation of Elf Petroleum Nigeria Limited Vocational Training Programme in Rivers State

Dr. L.B. Okirie
Department of Vocational Teachers' Education, UNN
Luckyokirie@Gmail.Com

Dr. Moses Ejigbo
Department of Psychology of Education, Kogi State,
College of Education, Ankpa
Ejigbomoses.Me@Gmail.Com

Dr. I.E. Mkpaoro
Department Of Science Education, UNN
Mkpaoroi@Yahoo.Com

ABSTRACT:
The study was conducted to evaluate ELF Petroleum Nigeria Limited Vocational Training Programme in Rivers State. Survey research designed was adopted. Sample consisted of 245 trainees and II instructors of the programme making a total population of 256. Structured questionnaire was used as instrument for data collection. Instrument was subjected to face validation by four experts. The reliability co-efficient of the instrument was calculated to be 0.60 using Cronbach Alpha. Three research questions in line with the purpose of the study and two null hypotheses, tested at 0.05 significance levels were used for the study. Mean and standard deviation were employed to test the hypotheses. The results of study revealed among others that trainees were enlisted into the programme on grounds of being landlords. Trainees were assigned to trades based on their choice, interest and aptitude. The two null hypotheses were accepted by the respondents, meaning that they did not differ significantly in their opinions. The study recommended among others that a permanent site for the training should be establish, interviews should be conducted for would-be trainees and a minimum qualification of the Senior School Certificate Examination (SSCE) attempted should be specified as pre-requisite for enlisting in the programme.

INTRODUCTION

The production and exploitation of petroleum in Nigeria precisely in the Niger Delta region had created some of the largest fortunes for some privileged and opportune individuals. It has also helped to achieve impressive economic growth and development. However, little or no attention has been directed to the impacts of this operation on the people and communities of the oil producing area (Bitebobo, 1996). The author also observed that the nature of activities associated with exploitation and production is such that the communities where these operations take place suffer environmental degradation and drastic changes in the traditional socio-economic life of the people. Oil exploration and production activities are usually accompanied by oil spillages, which often result in irreversible ecological damage to the flora and fauna, and thus depriving the people in these communities of their traditional occupations of fishing, farming and hunting.

Akobundu (1995) noted that oil exploration in Nigeria dated back to 1908 but the success story of the exploration and the commercial production was recorded in 1956 by Shell BP at Oloibiri in Rivers State now in Bayelsa State. Since then till date, oil production has been on the increase with little or no attention to the inhabitants of the areas where the mineral resources are deposited. The insensitivity of the oil producing companies and the government to the plight of the oil producing areas has often

compelled the people to make stem demands on the oil companies. Bitebobo (1996) further observed that this sad situation has effectively given rise to demands for compensations in various forms and to request for the provision of social infrastructures such as electricity, water, hospitals, roads, educational institutions and markets, employments for the sons and daughters and award of contracts to indigenes.

Most times this has often resulted in confrontation when dialogue cannot yield useful results. Ojini (1996) affirm that the bulk of over 90% petroleum is extracted from Niger Delta Region but ironically, the region seems to benefit the least despite the facts that the Nation relies entirely on oil for its wealth. The author further stated that 80% (percent) of the National income in 1974 was from petroleum. Akobundu (1995) further confirmed that in 1990, the Federal Government held revenue of ₦47,657,000 representing 97.2% (percent) from petroleum. In addition, Tawiah (2000) affirmed that Nigeria depends on petroleum for over 90 percent of its revenue used for almost every item of expenditure such as salaries and other recurrent expenses, capital votes, grants to the states, etc. Today, revenue from the oil sector has not gone down below this level as other sector of the economy has become dysfunctional. In support of the above, Balogun (2001) reported that petroleum accounted for 98.2% in total export of Nigeria in 1996.

In his view, Okodudu (2001) states that it is important for stakeholders to sit together, dialogue and arrive at a consensus framework on what is strategic, realizable, beneficial and sustainable economically and socially. He further stated that one of the elements in the tripod relationship (government, oil companies and communities) that created conflicts between oil companies and their host communities is the activities of the oil companies and their workers.

It is evident in recent years that the oil companies have improved on their community relations practices by embarking on some community development projects and programmes. ELF Petroleum Nigeria Limited is involved in some community development initiatives in Ogba land, Elele and Port Harcourt, all in Rivers State and other host communities in Delta and Akwa Ibom States, but the major area of concern is employment and empowerment of indigenes by the oil companies.

Though it is obvious that all the inhabitants of the oil producing areas cannot be employed by the oil companies but considerable opportunities or chances should be given to the host communities and alternative measures of empowerment to the people should be explored. It is an effort to alleviate the suffering of the people; that Egi community in Ogba land in 1999 through its youth body, Egi Youths Federation (EYF) entered into a Memorandum of Understanding (MOU) on how to empower the people. Through the MOU, it was agreed that Vocational Training Programme (skill acquisition) would be embarked on and that it will be organized in batches to enable the youths acquire saleable skills in various trades.

Though, ELF Petroleum Nigeria Limited is operating in other parts of Rivers State, skill acquisition programme for indigenes of their host communities was started with the Egi people of Ogba land in the year 2000 with a total number of one hundred (100) participants engaged in various trades. The programmes have also turned out its first set of graduands in the year 2004, second set in 2005 and the third batch of participants in 2006. The vocational training programme began as part of the sustainable development programmes of ELF Petroleum Nigeria Limited with the following objectives.

1. To prepare the youths towards gainful self-employment in various trade.
2. To train the youths to train others in various trades.
3. To enable the trained youths become employers of other people in their communities and outside their communities.
4. To prepare the youths to contributes meaningfully to the growth and development of their communities.

It is worthy to note that other multinational oil companies has also embark on this laudable programme of vocational training (skill acquisition) for youths in their host communities. To this end, Shell, Agip and Mobile are all engaged in the scheme. These multinationals have been utilizing the services of the

Continuing Education Centre (CEC) of the Federal College of Education (Technical), Omoku, which operates a highly proficient skill acquisition programme for their clients. ELF Petroleum Nigeria Limited presently has operations in three states: Rivers, Delta and Akwa-Ibom and the skill acquisition programme covers people from the host communities of the companies in these states. In Rivers State, the host communities are in Ogba, Ekpeye and Ikwerre ethnic nationalities. In Ogba kingdom, the host communities are Ogbogu, Obagi, Obite, Akabuka, Oboburu, Erema, Obiyebe, Idu and Amah; In Ikwerre, the host communities are Elele Elimini, Elele Okinali, Rumuekpe, Mgbuesilaru and Rebisi and in Ekpeye, the host community is Ubeta.

The above vocational training programme also benefits youth from ethnic communities around the host communities of the oil prospecting company as such communities have or experience the effects of oil production and exploitation though in a mild form. In view of the laudable objectives of this programme, it is necessary to evaluate it to ascertain the extent to which it has succeeded as a vocational training programme geared towards the empowerment of the people.

The concept vocational training has been view by people and organizations from various perspectives and their suggestions that it should not only prepare people for all types of work and modalities but also for community life in other to understand social and working relations and to acts in a transforming way. Therefore, it would be said that vocational training means both training for work and training for citizenship (ILO, 2002). Furthermore, ILO in 1938 through its recommendation Number 57, established that the expression vocational training means any form of training by means of which technical or trade knowledge can be acquired or developed, whether the training is given at school or at the place of work or elsewhere.

The word "training" is seen as the process of teaching, informing or educating people so that they become well qualified as possible to do their work and perform in positions of greater difficulty and responsibility (Onuoha and Nnadi, 1998). The principle objectives of vocational training according to Maigida (2005), are the cultivation of work habits and discipline, engagement in production work and acquisition of job skills. The extent to which the objectives of a programme are being achieved can be ascertained through the process of evaluation. Nworgu (2015) defined evaluation as the judging or calculating the quality, importance, amount or value of something.

Okoro (2000) defined programme evaluation as a form of applied research in which specific information relating to a single educational programme or set of programme are collected. Such information is used for the purpose of solving problems facing the programme or course. Once a general structure or system has been developed showing the interaction between components, a working model may be developed to guide the evaluation process. The process evaluation model shall be employed to guide the study. This model provides periodic feedback on the quantity of implementation of a programme and determines if there are defects in the implementation process.

***Statement of Problem*:** The people of Rivers State are primarily farmers, fishermen, hunters and traders. The successful exploration and production of petroleum in commercial quantity in the Niger Delta Region since 1956 to the present day has adversely affected these sources of livelihood. The land for farming is reduce through acquisition for the installation of oil production facilities, also, spillage of crude oil and other toxic chemicals on available land and water bodies renders such land unsuitable for farming and fishing.

Grievances with the companies centre in adequate attentions to the people visa vis health problems, damage to fishing, hunting or cultivation attributed to oil spills or gas flares, and other operations of the company which result to loss of livelihood; as well as the failure to employ sufficient indigenes in their operations or generates benefits to local communities from the profit that has been made. Rather than giving indigenes gainful employment, they were engaged in casual jobs and were led off as soon as the job is completed. More so, human development has not been given proper attention. High rates of unemployment and poverty in these areas has resulted to serious social problems as youth resort to

violence as a way of communicating their grievances. The high rate of poverty in Rivers State was given credence by the National Poverty Eradication Programme (NAPEP). Deprivation of gainful employment and inadequate empowerment scheme for the people has made the oil producing areas turbulent. There has been persistent confrontation between uniformed armed personnel and the youths who are demanding for their rights. Often this has resulted to the killing of armless youths. The vocational training programme of ELF has been in existence since the year 2000 to date but it is not all the unemployed that are benefiting from it, more so, the programme is not all encompassing as the primary occupation of the people which is agriculture (farming, fishing, and livestock's production) is not included in the programme. Furthermore, some of the graduands of the programme are not able to practice their trade, since vocational training has been identified as an alternative source of livelihood for those who pass through it and acquire saleable skills, it becomes necessary to ensure that standard is maintained and trades in the primary occupation of the people are embraced in the vocation of training programme in Rivers State.

***Purpose of the Study*:** The major purpose of this study is to evaluate ELF Petroleum Nigeria Limited Vocational Training Programme in Rivers State. Specifically, the study will seeks to identify the:

1. Criteria for enlisting trainees into the vocational training programme
2. Procedure used in conducting ELF vocational training programme in Rivers State
3. Adequacy of the training facilities in the workshop(s) to enable trainees acquire saleable skills.

***Significance of the Study*:** It is the right of every nation that her citizens should have sustainable livelihood and no nation can reach the greatest of her height until suitable number of her citizens actively involve in all fields crucial to the development of the society. The study will be beneficial to the following groups; Rivers State Government, oil producing communities, youth bodies, oil and other related companies and planners of the programme. The outcome of the study will be beneficial to the Rivers State Government, being the policy maker in planning and decision-making, it would help in policy formulation, implementation, evaluation and reformation. The oil producing communities will benefit as a people especially the youths would be occupied when they are skilled. When citizens possess functional and saleable skills, the issues of unemployment would be reduced to barest minimum and every individual would be useful to himself and their communities. The act of thurgery, hooliganism and burglary/theft in the community will be reduced since the majority is skilled and are masters in the occupational trade areas.

Youth bodies will benefit from the outcome of this study, as they will be able to know trades, which have ready and regular markets for those who are skilled in such trades. The rate of unemployment will be reduced when they are able to acquire required skill properly. Oil and other related companies will benefit from this study in that, they will be aware of what they are expected to present to their host communities to ensure cordial relationship which will smoothen their operations. Lastly, the planners of the programme will benefit as they will be able to identify their lapses and how to improve on the programme to ensure that the objectives of the programme is achieved.

***Research Questions*:** The following research questions will guide this study.

1. What are the criteria for enlisting trainees into the vocational training programme of ELF in Rivers State?
2. What were the procedures used in conducting ELF vocational training programme in Rivers State?
3. How adequate were the training facilities in the workshop(s) to enable trainees acquire saleable skills?

***Hypotheses*:** The following null hypotheses have been formulated for testing at 0.05 levels of significance:
HO_1: There is no significance difference between the mean responses of trainees and instructors on the procedures used in conducting the ELF vocational training programme.
HO_2: There is no significance difference between the mean responses of the trainees and instructors in the adequacy of the training facilities in the workshop(s) to enable trainees acquire saleable skills?
***Scope of the Study*:** The study was restricted to the trainees and instructor of the programme in Rivers State. The study focused on the trainees and instructors in Ogba/Egbema/Ndoni, Ahoada East, Emuoha and Obio-Akpor Local Government Areas of Rivers State, Nigeria.

Method:
Research Design*:* The study adopted survey research design. A survey research design according to Osuala (2001) and Nworgu (2006) is one in which a group of people are studied by collecting and analyzing data from only a few people considered to be representatives of the entire group using questionnaire and interview. The design was considered suitable for the study because it solicited information from trainees and instructors on the evaluation of ELF Petroleum Company Limited vocational training programme in Rivers State.

***Area of the Study*:** The study was conducted in four Local Government Areas of Rivers State where ELF is operating. The Local Government Areas are Ogba/Egbema/Ndoni, Ahoada East, Emuoha and Obio-Akpor.

***Population for the Study*:** The population for the study consisted of 700 trainees and 30 instructors of the programme in Rivers State.

***Sample and Sampling Techniques*:** Proportionate random sampling technique was adopted for this study. This is because the numbers of trainees from the affected local government areas are not equal; hence, the sample from each local government area was determined by its proportion in the study population. Thirty-five percent of the trainees in each local government area were used, while, thirty-five percent of the instructors were also used as sample making a total of 256 respondents.

Table 1: Sample size of trainees and instructors of the programme

	Local Government	Population	Sample
Trainees	Ogba/Egbema/Ndoni	300	105
	Ahoada East	100	35
	Emuoha	150	52.5
	Obio-Akpor.	150	52.5
		700	245.0
Instructors		30	11
Total population		730	256

***Instrument of Data Collection*:** The instruction for data collection was a structured questionnaire consisting of 47 items. The questionnaire items were generated based on the information gathered from reviewed of related literature. The questionnaire was made up of two parts namely: part one solicited for information on personal data of the respondents, while parts two was structured into three sections lettered A, B and C. Section A sought criteria for enlisting trainees into the vocational training programme of ELF in Rivers State. Section B sought information on the procedures used in conducting

the programme. Section C of the part two sought for information on the adequacy of training facilities used in the programme. The items in the part two adopted a 5-points likert scale in rating the responses: Strongly Agree (SA) = 5(4.50-5.49) points, Agree (A) = 4 (3.50-4.49) points, Undecided (U) = 3 (2.50-3.49) points, Disagree (D) = 2 (1.50-2.49) point, Strongly Disagree (SD) = 1 (0.50-1.49) points. Mean for response scale = $^{15}/_{5}$ = 3.

***Validation of the Instrument*:** The 47 items questionnaire was faced validated by four (4) experts from the Departments of Vocational Teachers Education and Science Education, University of Nigeria, Nsukka. Based on their corrections and suggestions, amendments were made on the instrument before a final copy was produced and used for the study.

***Reliability of the Instrument*:** The reliability of the instrument was established using Cronbach Alpha (α). The choice of Cronbach alpha is based on the facts that the questionnaire items were the multiple response type. Secondly, it will provide for a more stable measure of homogeneity. The instrument was pilot tested on 16 trainees that were randomly selected by the researcher. The alpha (α) was computed based on sections A, B and C. For section A, the reliability coefficient was 0.61, section B was 0.70 and section C was 0.63. The reliability coefficient for the entire instrument was computed to be 0.64.

***Method of Data Administration and Collection*:** The instruments were administered by the researchers and four research assistants, and were retrieved by the researchers and research assistants.

***Method of Data Analysis*:** The data collected by the respondents were analyzes using mean, standard deviation and t-test statistics. The mean and standard deviation were used to answer the researched questions while t-test statistics was used to test the two null hypotheses at 0.05 levels of significance. The mean for the response scale was 3.00. The lower limit of the mean was 2.50 while the upper limit was 3.50 with an interval scale of 0.5 from the mean. Any item with a mean rating of 3.50 and above was considered agreed while items with mean rating 2.49 and below was considered disagreed.
Any hypothesis whose calculated t-value was greater than table t-value was rejected; but if the calculated t-value was less than the table t-value, the null hypothesis was upheld at 0.05 levels of significance and relevant decree of freedom.

***Research Question 1*:** *What are the criteria for enlisting trainees into the vocational training programme of ELF in Rivers State?*
Table 2: Mean Responses of Trainees and Instructors on the Criteria for Enlisting Trainees into the Programme.

S/No	Criteria for Enlisting Trainees	$\bar{X}$	Sd	Remark
1	Oil and gas wells in trainees land	4.11	1.21	A
2	Oil and gas production facilities are in trainees land	3.97	1.22	A
3	Office and housing facilities are in trainees land	4.13	1.13	A
4	Trainees are from oil and gas producing communities	4.28	1.18	A
5	Trainees are from ethnic communities	4.21	1.17	A
6	Trainees are from coastline communities	2.01	1.20	D
7	Trainees are from pipeline communities	2.39	1.39	D
8	Trainees are from transit communities	1.77	0.99	D
9	Trainees are unemployed	3.87	1.59	A
10	To reduce conflict between host communities and the company	3.57	1.35	A
11	To prepare youths to be useful members of their communities	4.27	1.23	A

N = 256 X = Mean SD = Standard Deviation Cut off Point = 3.50

The result in Table 2 shows that eight (8) out of the eleven (11) items on criteria for enlisting trainees have mean values ranging between 3.57 and 4.28 which are greater than 3.50. This indicates that majority of the respondents agreed with these items as criteria for enlisting trainees into the programme. While three (3) items (6, 7 and 8) had their mean lower than the cut-off point of 3.50, hence, majority of the respondents disagreed with these items. The low values of standard deviations which ranged from 0.99 and 1.59 indicate high degree of accord among the respondents. This makes their opinions highly acceptable.

***Research Question 2*:** *What are the procedures used in conducting ELF vocational training programme in Rivers State.* There are 19 items under the research questions regarding the procedure used in conducting ELF vocational training programme. Summary of result of analysis of the subjects' responses to these items is presented in Table 3 below:

Table 3: Mean and Standard Deviation of Responses of Trainees and Instructors on the Procedure used in Conducting the Programme

S/NO	Procedures used in conducting the programme	Trainees		Remark	Instructors		Remarks
		$\bar{X}_1$	S^2_1		$\bar{X}_2$	S^2_2	
12.	Host communities are informed to nominate trainees	3.65	1.34	A	3.64	1.50	A
13.	After registration trainees are given orientation course to guide them in their chosen trades	3.74	1.28	A	3.82	1.27	A
14.	Youth bodies are given quote to fill	4.01	1.34	A	3.64	1.30	A
15.	Elders council are given quote to fill	3.80	1.22	A	3.36	0.19	A
16.	Registered social organizations are given opportunities to nominate trainees	3.33	1.23	D	3.36	1.37	D
17.	Interest group are given opportunities to nominate trainees	3.33	1.29	D	3.00	1.13	D
18.	Selection interview is conducted for trainees	3.22	1.49	D	3.38	1.30	D
19.	The programme is monitored at all the stages	3.81	1.22	A	3.55	1.50	A
20.	Trainees are supervised by monitoring team	3.80	1.22	A	3.73	1.36	A
21.	Instructors are supervised by monitoring team	3.94	0.39	A	4.00	1.28	A
22.	Coordinators of the programme have regular meetings with trainees.	3.20	1.26	D	3.00	1.41	D
23.	Coordinators of the programme have regular meetings with instructors.	3.88	1.10	A	3.82	1.27	A
24.	Counseling service are rendered where necessary	2.75	1.30	D	2.55	1.08	D
25.	Trainees are provided with accommodation	1.67	0.47	D	1.64	0.48	D
26.	Trainees are sent on attachment to bigger establishment.	1.74	0.44	D	1.55	1.56	D
27.	Monthly up-keep allowance is provided for trainees	4.73	0.44	A	4.63	0.48	A
28.	After the training graduands are supervised in their workshop for a given period of time	3.19	1.33	D	2.91	1.39	D

29.	At the end of the training programme, starter-pack is given to trainees	4.40	0.49	A	4.38	0.48	A
30.	Graduands of the programme are provided with micro-credit	1.76	0.44	D	1.64	0.48	D
		63.95	20.25		64.94	20.81	

$\bar{X}$ = Mean, SD (S^2) = Standard Deviation, Cut-off point = 3.50 N = 256

The data presented in Table 3 reveals that ten items 12, 13, 14, 15, 19, 20, 21, 23, 27 and 29) had their mean above cut-off point of 3.50. This indicated that majority of the respondents used for this study agreed with this items as procedure used in conducting ELF vocational training programme. While nine items (16, 17, 18, 22, 24, 25, 26, 28 and 30) had their mean lower than cut-off point of 3.50, hence, majority of the respondents disagree with these items. The standard deviation for items on procedures ranged from 0.19 to 1.49. This shows that the respondents were closed to one another in their responses making their opinion acceptable.

Research Question 3: *How adequate are the training facilities in the workshop(s) to enable trainees acquires saleable skills?* There are 17 items under this research questions regarding adequate training facilities in the workshop(s) to enable trainees acquire saleable skills. Summary of results of respondents to these items is showed in Table 4 below:

TABLE 4: Mean and Standard Deviation Responses of Trainees and Instructors on Adequacy of the Training Facilities.

S/NO	Adequacy of training facilities	Trainees		Remark	Instructors		Remarks
		$\bar{X}_1$	S^2_1		$\bar{X}_2$	S^2_2	
31.	Adequate and functional working tools and equipment are available for trainees	3.81	1.20	A	3.91	0.90	A
32.	Consumables are available in sufficient quantity for trainees use	3.53	1.49	A	3.64	1.37	A
33.	There is regular supply of power (electricity) in the workshop	3.60	1.26	A	3.64	1.23	A
34.	The workshops are properly organized	3.62	1.33	A	4.00	0.80	A
35.	Training tools, equipment and machines are regularly maintained	3.73	1.21	A	3.62	1.18	A
36.	Workshop environments are suitable for skill acquisition	3.68	1.32	A	3.82	1.19	A
37.	Numbers of trainees for workshop is moderate (5-15)	3.62	1.26	A	4.00	0.74	A
38.	There is enough space for trainees to practice their trades	3.56	1.32	A	3.91	0.99	A
39.	Worn-out tools are regularly replaced	3.62	1.30	A	3.91	1.24	A
40.	Training programme involves about 10-20% theory	3.21	1.26	D	3.00	1.41	D
41.	About 80% of the training are on practical work	3.50	1.32	A	4.00	0.74	A
42.	There is enough job in the workshop(s) for trainees to practice their trades	3.68	1.14	A	4.09	0.90	A
43.	Trainees are exposed to facilities which are not in their workshop(s) by visiting other workshop(s)	2.42	1.04	D	2.55	1.08	D

44.	Trainees are given practical assignment to work on to test their level of mastery	3.78	1.15	A	4.00	0.85	A
45.	Separate toilet facilities are provided within the workshop(s)/training environment for males and females	2.97	1.25	D	2.91	1.45	D
46.	Instructors are very resourceful	3.64	1.20	A	3.91	1.31	A
47.	Instructors are experienced on their job	3.85	0.96	A	4.18	0.57	A
		5.82	21.01		63.09	17.61	

X = Mean, SD (S^2) = Standard Deviation, Cut-off point = 3.50 N = No. of Respondents = 256

The data presented in Table 4 shows that fourteen items (31, 32, 33, 34, 35, 36, 37, 38, 39, 41, 42, 44, 46 and 47) had their mean above cut-off point of 3.50. The mean ranged is between 3.50 and 4.18. This mean that majority of the respondents used for the study agreed with these items as being adequate to enhance acquisition of saleable skills. On the other hand, three items (40, 43 and 45) had their mean less than the cut-off point of 3.50. This implies that majority of the respondents disagreed with this items. The low values of standard deviation (0.57 to 1.49) for the items indicated higher degree of accord among the respondents.

Ho_1: *There is no significant difference between the mean responses of trainees and instructors on the procedures used in conducting ELF vocational training programme.* Data collected on the responses of trainees and instructors on the procedures use in conducting ELF vocational training programme were computed separately. The difference for the two categories was tested using t-test of the difference of means of independents samples. Summary of data analysis is presented in Table 5 below.

Table 5: t – test Analysis of the Responses of Trainees and Instructors on the Procedures used in Conducting ELF Vocational Training Programme.

Categories	No. of (N)	Mean ($\bar{X}$)	St.D (S^2)	t-Cal	t-Table	Df	Alpha	Sign	Decision
Trainees	245	63.95	20.29	-2.52	1.96	254	0.05	NS	Accepted
Instructors	11	64.94	20.8						

NS = No significance difference, S = significance difference N = No. of Respondents

N_1 = 245, N_2 =11, Degree of freedom (Df) = 254, P = 0.05.

The data in Table 5, revealed that items on the procedures used in conducting ELF vocational training programme in Rivers State obtained calculated t-values (-2.52) less than the table t-value of 1.96 at 0.05 levels of significance and 254 degree of freedom. This indicates that there was no significance difference between the mean responses of trainees and instructors on the procedures used in conducting ELF vocational training programme. With this result, the null-hypothesis (Ho_1), of no significant difference was accepted at 0.05 levels of significance.

Ho_2: *There is no significance difference between the mean responses of trainees and instructors on the adequacy of training facilities.* Data collected on the responses of trainees and instructors on the adequacy of training facilities to enable trainees acquires sealable skills were computed separately. The difference for the two categories was tested using t-test of the difference of means of independent samples. Summary of data analysis is presented in Table 6 below.

Table 6: t-test Analysis of the Responses of Trainees and Instructors on the Adequacy of Training Facilities.

Categories	No. of (N)	Mean ($\bar{X}$)	St.D (S^2)	t-cal	t-crit	Df	Alpha	Sign	Decision
Trainees	2.45	59.82	21.01	-8.42	1.96	254	0.05	NS	Accepted
Instructors	11	63.09	17.61						

NS = No significance difference, S = significance difference N = No. of Respondents

$N_1 = 245$, $N_2 = 11$, Degree of freedom (Df) = 254, P = 0.05.

The data on Table 6 above shows that items on the adequacy of training facilities had a calculated t-value of -8.42 less than the table t-value of 1.96 at 0.05 levels of significance and at 254 degree of freedom. This indicated that there was no significance different between the mean responses of trainees and instructors on the adequacy of training facilities used in the programme. With this result, the null-hypothesis (Ho_2) of no significance different was accepted at 0.05 levels of significance.

***Discussion*:**

Mean Responses of Trainees and Instructors on the Criteria for Enlisting Trainees into the Programme: The results showed that eight (8) items had their mean above cut-off point of 3.50. This reveals that majority of the respondents agreed with these items as criteria for enlisting trainees into the programme. While three (3) items (6, 7 and 8) had their mean lower than the cut-off point of 3.50, hence, majority of the respondents disagreed with these items. The low values of standard deviations which ranged from 0.99 to 1.59 indicate high degree of accord among the respondents. This makes their opinions highly acceptable.

The study further revealed that trainees were enlisted into the programme because of their family, communities or ethnic groups are Landlords to the oil company. These trainees are assigned to vocational trades based on their choice, interest and aptitude. This implies that trainees determine the trade they learn. This finding agrees with Ezeji (2001) who stated that several characteristics of students affect their choice of occupation. Among them are interest, aptitude, ability, attitude, value, sex, occupation of parents and relations.

Furthermore, the finding agrees with Ukoha (1995) who said that greater effort should be made to relate vocational training to interest, needs and age. Proper choice of trade by trainees based on interest, aptitude and values will ensure that vocational training does not constitute frustration to individuals.

Mean Responses of Trainees and Instructors on the Procedures used in Conducting ELF Vocational Training Programme: The result showed that ten items had their mean above cut-off point of 3.50. This reveal that majority of the respondents used for this study agreed with these items as procedures used in conducting ELF vocational training programme, while nine items had their mean lower than cut-off point of 3.50, hence, majority of the respondents disagreed with these items. It was statistically significant when tested with t-test statistics since calculated t-value of -2.52 is less than the table t-value of 1.96 at 0.05 levels of significance. This indicated that there was no significance difference between the mean responses of trainees and instructors on the procedure used in conducting the ELF vocational training programme. With this result, the null-hypothesis (Ho_1) of no significance difference was accepted at 0.05 levels of significance. This means that trainees and instructors have the same opinion of the procedures used in conducting ELF vocational training programme.

The findings also agreed with Agip (2003) reports which stated that trainees and instructors had the same procedures used in conducting the vocational training programme. Agip (2003) also stated that the introduction of an adaptive skill acquisition programme was to provide youth and indigenes basic skills needed to make them either employable or self-employed. Still in support of the finding the Federal Republic on Education (2004) stated that vocational training education is designed to give training and impacts the necessary skills to individuals who shall be self-reliant. Economically, in addition set up their own businesses. This study also agreed with International Organization of Employers (IOE 1998), reports which stated that strategies/procedures for dealing with unemployment must necessarily take into account the process that make certain population more vulnerable to unemployment than others.

Mean Responses of trainees and instructors on the adequacy of training facilities: The result shows that fourteen items had their mean above cut-off point of 3.50. This mean that majority of the respondents used for the study agreed with these items as being adequate to enhance acquisition of

saleable skills, while three items had their mean less than the cut-off point of 3.50. This implies that majority of the respondents disagreed with these items.

It was statistically significance when tested with a t-test statistics since calculated t-value of -8.42 is less than the table t-value of 1.96 at 0.05 levels of significance. This indicated that there was no significance difference between the mean responses of trainees and instructors on the adequacy of training facilities.

The finding of the study also revealed that there was no significance difference between the responses of trainees and instructors on the adequacy of training facilities used in the programme. It showed that adequate and functional training facilities where available to ensure acquisition of saleable skills. This finding agreed with Olaitan, Nwachukwu, Igbo, Onyemachi and Ekong (1999), who stated that the acquisition of diverse technical skills called for the utilization of diverse instructional materials (facilities). In addition, Langkub and Eule (2001), also informed that without facilities, learners will not be able to learn and comprehend, but with the availability of facilities, they will see, feel, hear, recognize, appreciate and utilize such to enhance learning. This has a significance effects on vocational skill development of trainees.

***Conclusion*:** Trainees were enlisted for the programme because they either has oil and gas wells, office and housing facilities and oil and gas production facilities on their land or they were from ethnic communities where the company was operating. Furthermore, they were enlisted to reduce restiveness and prepare them to be self-reliant to enable them contribute to the development of their communities. The implication of this finding is that vocational training if pursued with seriousness would ensure a sustainable source of livelihood for the beneficiaries. Secondly, it had reduced the level of unemployment, restiveness and had made some beneficiaries to be self-employed.

T-test of significance was used to test the two null hypotheses on the procedures used in conducting ELF vocational training programme and adequacy of training facilities. The calculated t-value for the items was less than the critical table t-value of 1.96. Therefore, the null-hypotheses were accepted. The implications of these findings were that, it helped to confirm the findings made in research questions 2 and 3 that there were a general agreement between trainees and instructors in the vocational training programme of ELF in the procedure used in conducting the programme and the adequacy of training facilities.

The result of the study had shown that the programme had reduced the level of unemployment, restiveness and had some beneficiaries to be self-employed. Finally, findings of the study was an exposition to members of the public on the performance and benefits of this programme and justified ELF financial and material supports, while the management of the programme was now aware of their strength and weaknesses.

Recommendations:

Based on the educational implications of findings of this study, the following recommendations are made:

1. Interview should be conducted for would-be trainees
2. A minimum qualification of the Senior School Certificates Examination (SSCE) attempted should be stipulated for recruitment into the programme.
3. Graduands should be properly supervised to ensure proper utilization of the starter-pack (money, tools, equipment and machines).

***Limitation of the Study*:**

The study has some limitations:

1. Inadequate sample: Out of 700 trainees and 30 instructors only 245 trainees and 11 instructors were used as respondents for the study.

2. The use of self-rating inventory: This may probably leads to the introduction of error responses, which may probably be different from the opinions of the respondents.

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