

Assessment of NBTE on Technical and Entrepreneurship Development in Yenagoa Local Government Area of Bayelsa State

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Abstract

The study investigated the assessment of Technical and Entrepreneurship Education of Yenagoa Local Government Area in Bayelsa State. The researcher employed descriptive survey design. The sample size of 440 respondents was obtained while purposive sampling technique was employed to select respondents (only youths) for the study. A total of 3 research questions were answered. The research instrument used was Educational Entrepreneurship & Technical Assessment Scale. (EETAS). The reliability of this instrument was arrived at through the use of Cronbach Alpha method that produced a result of 0.82. the statistical analysis used was based on mean and standard deviation. The finding of the study showed that the aims and objectives of National Board on Technical Education (NBTE), is not met in Yenagoa Local Government Area and the extent to which its impacts is very low. Recommendation made reflected on the need for National Board on Technical Education (NBTE), to ensure that every Local Government Areas get the full impact of their aims and objectives. Loans should be made available to youths who are entrepreneurs. Technical Training Centre should be opened in Yenagoa Local Government as none is in existence.

Keywords: *NBTE, Technical, Youths development, Entrepreneurship*

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Background of the Study

Education is paramount in every society, it is an element and a source for road development of a country's youth capacity to address problems. It is the key to empowerment of the citizens and the nation in general. (Olowolu cited in Ezeani 2012). The demand for higher education central on technical, entrepreneurship, and skills acquisition is on the increase in Nigeria. The valuation of Technical education with its premise on Entrepreneurship and skills and Entrepreneurship prepare youths to be responsive individuals who will become exposed to real life situations where they will take risks, manage circumstances and learn from the outcomes. Also to technical education skill acquisition and Entrepreneurship skills for the success in ventures through one's effort. It has been widely acknowledged that these areas with special interest on ICT training have been greatly stressed upon as viable and relevant tool for self-empowerment, job and wealth creation.

The National University Commission (NUC), was authorized by the Federal Government and State Ministries of education to promote, supervise and oversees the programme of introducing Technical Entrepreneurship development and skill acquisition in Nigeria Educational Institutions of higher learning. In collaboration with all other egulatory bodies of higher institutions namely; the National Baord for Technical Education (NBTE) and the National Commission for Colleges of Education (NCCE).

An evaluation of National Board for Technical Education centre focus of this work as it relates to technical Education, entrepreneurship Education and skill acquisition in Bayelsa State, with central focus on the aims and objectives of NBTE as follows:

1. To improve the faculty of technical and vocational education and training (TVET)
2. To use education as a tool to improve the quality of life through skills acquisition and poverty reduction
3. To ensure periodic review and implementation of the curriculum at all levels to meet the needs of the society and the world of work

It is necessary to evaluate the extent that the board (NBTE) has done to influence the lives of yearning youths in Bayelsa State.

Technical education according to Akpokodie et al (2011) is a means to national development having prospects, plans and strategies for productivity and economic development when properly directed. Furthermore, that technical education is major tool that empowers the citizenry releasing them from the bondage and shackles of poverty. Entrepreneurship Development Education (EDE) has a general education component. The National Board for Technical Education (NSDSE) stipulates that the goals of EDE as offered to students in tertiary education, institutions, polytechnics include the adoption by the trainee student's ability;

- a. Identify and solve problems using critical and creative thinking
- b. Work effectively with others as a practice team member and cultivate the ability to resolve conflicts

- c. Organize and manage oneself and one's ability.
- d. Collect, analyze and critically evaluate information to make decisions that must be carried through.
- e. Communicate and negotiate effectively
- f. Reflect on experienced and explore various strategies for effective learning.
- g. Become curious leading to readiness to experiment and innovate being never satisfied with the status quo and consider self-employment as a viable option upon graduating from their institutions (NBTE 2008).

Entrepreneurship Education therefore is the act of pursuing new ways of doing things in the real context, a new entry, turning ideas into action in entrepreneurship education, technical education and skills acquisition comparatively also, skill acquisition is defined by Bolt-Lee et al (2003) as the art of processing the ability to power, authority or competency etc and do the task that is required of a person on the job. According Okoro et al (2012) there are two issues paramount to skill acquisition. The first is the condition which promote skill acquisition and the second is the change that will occur when the skills are acquired. Ehen an individual set out to learn a new skill, it is obligatory to start with a communicable programme of instruction thereby having the basic verbal instruction given in bits, units, modules and stages fused together to form a skilled performance.

The development and growth of every nation is measured on its productive output, for revenue generation not minding the existence of natural resources like oil, solid minerals, its rich agricultural produce and many others. The need to transform these for both export and local consumption is one of the main sources of revenue generation of a nation. This becomes a good trend for socio-economic development of nation, enhanced by educational policies and standards of every nation, Nigeria is presently faced with the challenge of developing Entrepreneurship education to enhance the socio-economic standards of Nigerians. As a result of lack of continuity in government policies, corruption due to poverty, terrorism, kidnapping, tremendous increase in unemployment of youths who are graduates. In this vain, there are lots of secondary school's dropouts in this present situation in Nigeria where Entrepreneurship Education Development needs to be highly encouraged in order to enhance socio- economic standards by looking at the production capacity of every Nigerian in the production section of both services and numerous products. That will enhance revenue generation of Nigeria. In this way, income generated from local consumption and exportation will contribute to the economic growth of our nation, Nigeria. This step will also enhance the availability of jobs as a result of job creation unemployed youths are engaged with an initiative that will bring financial empowerment.

Today, Nigeria is striving to step up from being backward and an underdeveloped nation to that of developing nation of a significant player in the global economic development field. Nigerians have also not failed to realize that they need a sense of determination and objectivity to solve the socio-economic problems thereby creating a better environment for the disadvantaged ones who are the future leaders of this great nation. It is clear that the government of Nigeria and other stake holders are stepping up to the task of addressing this

issue; The socio-economic problem, as this can only be done when there is an adjustment in the educational policy and system of Nigeria. It is very obvious that education is one of the main pillars for socio-economic development. There are instances to show that entrepreneurship and skills acquisition will help to solve this long existing problem in Nigeria, which can only be greatly effected in educational reforms. Recently at the 25th convocation of (FUTO). It was emphasized that Okojie the executive secretary of (NUC) in his speech revealed that capacity building in the educational sector will be strengthened and reinvigorated; its existing educational Institutions will promote professional excellence and general quality research. It was also added that entrepreneurship will tackle unemployment by introducing entrepreneurship programmes in Nigeria universities which has already commenced and aimed at addressing the high level of youth unemployment in the country.

Vain word press.com (2006 citing Igbozor) also stressed on the significance of education, highlighted that education is a basic human right and everyone should be able to access educational opportunities solely for the reason by being a human Osokoya 2008 stated that schools at different levels are expected to instruct and educate the youths and assist them develop high level skills and abilities required for socio economic progress and development to Nigeria establishment to look into technical and vocational training such as the National Business and Technical Examination Board (NABTEB), was established in 1992 to domesticate craft O'level exams which were before now conducted by city and guilds, pitman's and Royal society of arts, all in the United Kingdom. In accordance with provisions of the National Policy on Education from 1997-1992, it witnessed a process of tremendous growth which four governmental panels were set up to look into the place and structure of public examination in the educational system. Also the National Directorate of employment (NDE) embarked on entrepreneurship education and some other programmes aimed at skill acquisition. The National Youth Service Corp (NYSC) has also embarked on training of serving coppers on skill acquisition. In 2010 Shell BP and the United African company (UAC), embarked on training of Africans among their employees. This was to serve the skills needed by the particular company at that time. Though no attempt to improve the educational standards of the participants. There is also the hope waddle institution in Calabar. And many more other vocational/skills acquisition centers cut across the different States of Nigeria.

In Bayelsa State, there is just one technical college; the Federal Science Technical College Tungbo, which impact is not yet felt by Bayelsans. Entrepreneurship is also introduced at the Federal University Otueke, while the Niger Delta University, Amassoma has the Business Management Department comprising of entrepreneurship education courses. There were attempts by wives of the former governors such as hands of hope by the wife of the first executive governor of Bayelsa State, Mrs. Margret Alameiyeseigha from 2002-2005, the Aruerareachout foundation by the wife of the former governor and former president of Nigeria Mrs. Patience Jonathan from 2006-2008. All these did not survive after their tenures in office. There are currently other private skills acquisitions and entrepreneurship centres which are yet to come to limelight.

Statement of the Problem

The need to evaluate the existing structure in place educational system, enshrined in the goals and objectives of (NBTE) National Board on technical education to meet up with the present socio economic problems of Bayelsa State is highly imperative. To look into the gap between the educational policy makers, implementation/execution and supervision of all needed skills acquisition/vocational training centres of all that is in existence in Bayelsa State aimed at meeting the goals and objectives of NBTE.

The effect of all policies for technical, business education, entrepreneurship education and skill acquisition development programmes and the progress or obstacle and failures needs to be evaluated.

The existence of technical, entrepreneurship and skill acquisition in universities and colleges needs to be evaluated to know if the required goals and objectives of NBTE is met in Bayelsa State. Nigeria is currently faced with the menace of jobless youths who are mostly graduates without any skill to fall back to, as a means for job creation. Bayelsa State is not left out; therefore, the need to critically evaluate the problem of entrepreneurship development education, lack of appropriate skill acquisition centres and the consistent absence of continuity of some skill acquisition programmes is a food for thought.

Objectives of the study

The aims and objectives of this study is to determine the extent of success and implementation of the aims and objectives of the National Board for technical education in Nigeria.

1. To improve the quality of technical and vocational education and training (TVET)
2. To use education as a tool to improve the quality of life through technical and entrepreneurship and poverty reduction.
3. To ensure periodic review and effective implementation of the curriculum at all levels to meet the needs of society and the world of work.

Specifically, the researcher intends:

1. To determine the impact of NBTE in the provision of standard technical schools in Bayelsa State.
2. To determine the extent NBTE has implemented vocational training center in Bayelsa State.
3. To access the extent NBTE has improve the skill acquisition center in Bayelsa State
4. To access how often NBTE has periodically reviewed the curriculum to meet the needs of the people of Bayelsa State.
5. To determine whether NBTE has improved the quality of entrepreneurship skill in Bayelsa State
6. To access the extent to which NBTE has evaluated the private sector on entrepreneurship development in Bayelsa State.

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Research Question

1. How often has NBTE periodically reviewed the curriculum to meet the needs of the people of Bayelsa State?
2. To what extent has NBTE improved the quality of entrepreneurial skills in Bayelsa State as a way of promoting job creation for an improved standard of living of the people of Bayelsa State?

Significance of the Study

The findings of this study would be beneficial in the following aspects:

The study will enable us to know the extent to which the goals and objectives of NBTE is achieved in Bayelsa State. Also to enhance government policies on education on technical, business education, skills acquisition and entrepreneurship education which will in turn enhance entrepreneurship practice, thereby creating jobs for unemployed graduates.

The study will also enhance the usefulness of entrepreneurship development, business education development skills acquisition/vocational training centers development and the need for the inclusion of skill acquisition development in university, secondary school curriculum for all students

This study will see the practice of entrepreneurship and technical education and skills acquisition as practical style of developing the economic base of our nation. As every skill acquired will lead to production of products and services, which if sold locally or exported will result to an increase in revenue generation for the government thereby improving the socio economic yearnings of Bayelsa State and Nigeria in general.

This study will enable youths who are unemployed to take up skills and initiate ideas for entrepreneurship in Bayelsa State.

Scope of the Study

The study will be carried out only in Bayelsa State. The level of implementation and achievement of the aims and objectives of NBTE will be evaluated and limited to the Federal Technical College, Tungbo and some private entrepreneurial outfits.

Review of Literature

Technical Education

Technical education is the engine for economic growth. So much that every nation needs a well-planned technical and vocational education, for progress of the society. Also that the progress lies in the production capacity of its citizens. High production capacity gives a nation the advantage of economic of scale and lowers the cost of production and prices of goods and services he meant on to elaborate that the leading factors of production in the emerging global economy are technology knowledge, creativity and innovation.

Developmental Policy

Technical education as positioned to play a vital role to achieving development in all areas of a nation's economy. In many countries it has provided a reliable and efficient leverage for national development, so much that education and trainings have continued to be accorded priority in countries' national development plans in order to educate and prepare citizens for job creation and public sectors of the economy. (Tostaisen and Scott 1987).

Raji (2004) conceptualizes education as a public and private good, an investment cable of yielding benefits that have externalities. Education and training are the main instrument available to government and the community to prepare individuals for a rapidly changing, increasing demanding world of work and to improve the employability.

The human capital model theory on education which has dormant from 1950 – late 1980s made economist to change the view of education from being consumption to investment. Meaning that education would increase personal capital and by implication become an investment and essential tool for addressing social problems among others. Human capital model attempts to explain the link between education and employment. If everyone is educated according to the model, then everyone is equal. This model is also premised on Harrod-Doman model views that schools as a tool for education is a process of cultural binds of new generation and the school as a machine an industrial process. In order words education is a necessary condition for national growth and development. The more investment in this area the more output growth in this society.

Entrepreneurship Education

Ediagbonya (20/30) defining entrepreneurship education as a teaching process that provides training and information and also educates recipients with interest in entrepreneurial activities. Nianet *al* (2014) defines entrepreneurship education as different from business education pointing that one of main objectives of entrepreneur education that makes it different from business education is that it generates even quicker vehicles of ideas.

Methodology

This study is descriptive study because the researcher collected data from a large sample of Entrepreneurs and small technical workshops resident in Yenagoa Local Government Area of Bayelsa State.

The population of this study includes entrepreneurs in yenagoa local government area of Bayelsa State which consists of 353,344 (National Population Census 2006 Kainga & Johnson, 2012) the sample size of 440 respondents was chosen for the study, which is above the minimum estimated sample of 385. The research used Krejcie and Morgan (1970) graph as acted by Kpolouie (2011) in fig. 1 below to show this. Simple random sampling was used to select specific sites within Yenagoa Local Government Area of Bayelsa State. The researcher also used purposive sampling techniques to select respondent entrepreneurs for this study. The instrument used for this study is the entrepreneurship and technical education assessment scale (ETEAS) a self-developed non cognitive multi-variant instrument made up

of 3 parts. Part A explain the purpose of the study and the data of respondents. While B and C consist of the instrument are responded on a 4-point Likert scale of very High Extent (VHE), High Extent (HE), Low Extent (LE), and very low extent (VLE) for the first four items while Strongly Agree (SA), Agreed (A), Disagreed (D) and strongly Disagreed (SD) was used for other few items. The ETEAS instrument was validated by 4 renowned experts in the field of educational measurement and evaluation. The method of data analysis used was simple percentage, and mean.

Results

Research Question 1

How often has NTBE periodically reviewed the curriculum to meet the needs of the entrepreneurship technical education in Yenagoa Local Government Area of Bayelsa State.

Table 1.

S/N	ITEMS	MEAN	DECISION
1	Entrepreneurship Education	1.2543	Very low
2	Technical Education	1.4291	Very low

Criterion Mean $\bar{X} = 2.5$

Grand mean = 1.84

From the above table, based on the criterion mean of 2.5. Entrepreneurship education frequent review in curriculum id=s very low, since the grand mean of (2.2 < 2.5) while technical education (1.4 < 2.5) implies that entrepreneurship education and technical education as preached in small scale in Yenagoa Local Government Area as no impact of regular imported curriculum in use.

Research Question 2

To what extent has NBTE improved the quality of entrepreneurial skills in Bayelsal State as a way of promoting job creation for an improved standard of living of the people of Yenagoa Local Government in Bayelsa State?

Table 2.

S/N	ITEMS	MEAN	S.D	DECISION
1	Entrepreneurship Education	1.9653	.40279	Highly low
2	Technical Education	2.1544	.60112	Very low

Criterion mean $\bar{X} = 2.5$

Grand mean = 2.05

From the above table, based on the criterion mean of 2.5. Entrepreneurship practice and technical education have not been improved in Yenagoa Local Government Area, since the grand mean of (2.0 < 2.5) is less than the criterion mean. This implies that education has not gotten enough improvement based on the aims and objectives of the NBTE. Job creation to

this regard has not been improved as to increase and alleviate poverty in Yenagoa Local Government Area.

Research Question 3

To what extent has the aims and objectives of the NBTE affected Yenagoa Local Government Area on entrepreneurship and technical development?

Table 3.

S/N	ITEMS	MEAN	S.D	DECISION
1	NBTE improved Entrepreneurs	1.2991	4.1052	Highly low
2	NBTE improved Technical workshops	2.1544	6.2001	Very low

Criterion Mean \bar{X} = 2.5

Grand mean = 1.7

From the above results, it shows that the ratio at which NBTE aims and objectives affected the Entrepreneurship practice and technical practice in Yenagoa Local Government Area is highly low with the grand mean of (1.7 < 2.5) less than the criterion mean. The aims and objectives of the NBTE to make Entrepreneurship education and technical education practice viable are not impressive in Yenagoa Local Government Area.

Summary and Findings

In view of our findings in this research we have come up with the following.

1. The periodic review of the curriculum on Entrepreneurship education and technical education by NBTE as practicable in Yenagoa Local Government Areas is not impressive.
2. The extent to which the aims and objectives of NBTE to make visible job creation as an end result of all technical and Entrepreneur or tertiary programme is not visible in Yenagoa Local Government Area.
3. The extent to which the aims and objectives of NBTE has affected Yenagoa Local Government Area is not impressive since there are no visible training schools and impact for practice that is acquired in the form by the youths.

Conclusion

The growth of any nation is based on technological advancement and creativity Entrepreneurship skills in Yenagoa Local Government Area. The youth are fully taken along. There are no institutions and entrepreneurship education which enable them come out successfully in the private sector. This has made a lot of youth to be idle going by an idiom that “an idle man is the devil's workshop” with education and skill acquired the sky becomes the limit, as an adage says “Education is the key to success”.

Recommendation

The following are recommendations by the researcher

1. NBTE should ensure that government of each state make available funds for the training of youths in each Local Government Area.

2. NBTE should ensure that training centers are operated in every Local Government Area to meet up the aims and objectives.
3. All those to be trained by the Government should ensure that form are available to take off as at entrepreneurs in every Local Government Area.
4. NBTE should work directly with all Local Government agencies to make sure that it gets to the grassroots and not only at the national and state levels.

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