

## Factors Predicting Participation in Skill Acquisition Training Programme and Skill Development in Ibadan Metropolis of Southwestern Nigeria

Muibi T. G.\* and Suulola O. M.\*\*

### ABSTRACT

**Background.** Vocational skill acquisition constitutes an important component of the educational process of training both young and old adults including out-of-school children. The purpose of this study was to assess the extent to which vocational skill acquisition training programme impacted the lives of beneficiaries taking into consideration the influence of socio-cultural and environmental factors on peoples' participation in vocational skill acquisition training programmes in Ibadan Metropolis of Southwestern Nigeria. A descriptive cross-sectional study was conducted among 220 learners aged 11–50 years with at least two years of learning experience. Data were collected with a questionnaire and analyzed using frequency counts, percentages and chi-square analysis.

**Results.** The results indicate that the majority of participants 41.3% (n=83) possesses National Diploma were unemployed youth graduates while 27.4% (n=55) possesses secondary education were out-of-school youth. A significant proportion of the age group 21 to 30 years constitutes the largest 65.7% (n=132) participated in vocational skill acquisition training programmes. The three socio-cultural important factors predicting peoples' participation in skill acquisition training were cultural value system, social networks (family, friends and relatives) and customs and tradition disposition to vocational training programme. Again, the results also revealed that the three main environmental factors that influence learners' participation in skill acquisition training were home environment (location of the training centres), society success stories on vocational skill acquisition and overemphasizing on skill acquisition to complement formal schooling. The main challenges facing learners to engage in vocation skill acquisition training programme were lack of motivation from the society, lack of modern machines and tools to work with after graduation, limited availability of industries for employment after graduation, limited opportunities for establishment after graduation and poor government policies on vocational skill acquisition programme.

**Conclusions.** The out-of-school youths and unemployed youth graduates who participated in the study are willingly enrolled in vocational skill acquisition training programme based on the socio-cultural and environmental factors with the intention to acquired one skill or the other to be self-reliance. Having identified the importance of socio-cultural and environmental factors on peoples' participation in vocational skill acquisition training programme will enable government put into consideration these factors in planning, organizing and implementing their vocational skill acquisition training programme in order to achieve desirable results on the citizenries. However, there are critical perceived barriers that need to be addressed, to enable more out-of-school youths and unemployed youth graduates with the desire to participate in vocational skill acquisition training programme to reduce unemployment rate in the country.

**Keywords:** Skill developent; Metropolis; Training.

### 1.0 Introduction

Skill acquisition has been traditionally perceived as the form of training by individuals or group of

individuals that can lead to acquisition of knowledge for self-sustenance. It involves the training of people in different fields of trade under a legal agreement between the trainers and the trainees for certain

\*Corresponding author; Department of Adult Education, University of Ibadan, Nigeria.  
(E-mail: taofeekgbolahan@gmail.com)

\*\*Department of Adult Education, University of Ibadan, Nigeria.

duration and under certain conditions (Donli, 2004). Previous studies demonstrate skill acquisition to be highly beneficial to individual, community and society at large.

It is known that skill acquisition challenges every individual to develop skills in different fields of trade to facilitates entrepreneurship, skill development and empowerment.

Previous studies have affirmed that skill acquisition training programmes involves philosophy of self-reliance such as creating a new cultural and productive environment, promoting new sets of attitudes and culture for the attainment of future challenges (Arogundade, 2011). For a third world country like Nigeria to be economically self-reliant, she must necessarily diversify her economy as well as encourage the youth to embrace self-employment through appropriate favourable policy environment that would facilitate skills acquisition, entrepreneurship, and self-reliance (Iroegbu, 2017).

The place of skill acquisition cannot be overemphasized in the rapid development of economy. The aims and objectives of vocational and technical education as contained in the National Policy of Education (FRN, 2004) are: to provide trained manpower in the applied sciences, technology and commerce; provide the technical knowledge and vocational skills necessary for agricultural, commerce and economic development; provide people who can apply scientific knowledge to the improvement and solution of environmental problems for the use and convenience of man; give an introduction to professional studies in engineering and other technologies; give training and impart the necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant; and enable our young men and women to have an intelligent understanding of the increasing complexity of technology. Consequently, skill acquisition helps in the areas of transformation of knowledge and skills into a creative venture and addresses the employment needs, as well as the problems of poverty, illiteracy, gender-related issues, occupational and vocational skills acquisition for economic self-reliance of individuals and communities and improved the promotion and development of entrepreneurial activities which aid the dispersal and diversification of economic activities and induce even development in a country and reduce the level of poverty among

the masses (Magbagbeola, 2004). The study was anchored on a skill acquisition theory, a general theory of learning ranging from cognitive to psychomotor skills (Mystkowska-Wiertelak & Pawlak, 2012).

This theory, which is based on Adaptive Control of Thought model (ACT), claims that adults commence learning something through mainly explicit processes, and, through subsequent sufficient practice and exposure, proceed to implicit processes (Vanpatten & Benati, 2010).

This theory draws on Anderson's Adaptive Control of Thought (ACT) model which itself is a kind of cognitive stimulus-response theory (Ellis & Shintani, 2013). As mentioned by Parziale & Fischer (2009), it is a neo-Piagetian theory that amalgamates elements of both cognitive and behavioristic theories. This theory best described how people engaged in skill acquisition training programmes with the influence of socio-cultural and environmental factors.

With this process, there is need to view skill acquisition and development from socio-cultural and environmental perspective as factors responsible for the promotion skill acquisition in Nigeria. In addition, this study was conceptualized within Albert Bandura's Social Learning Theory.

The constructs of this study is explained within the extrinsic reinforcement aspect of the theory. Extrinsic reinforcement considers factors such as social, cultural and environmental as external motivation.

It also emphasizes the importance of social learning, in psychological theory, learning behaviour that is controlled by environmental factors influences rather than by innate or internal forces, making it suitable for explaining the socio-cultural and environmental factors influencing learners' participation in skill acquisition training programme and challenges facing learners' participating in vocational skill programmes. Consequently, for the development of skill acquisition in the country, attention must be paid to the various socio-cultural and environmental factors influence on learners' participation in skill acquisition training programmes. It is important that systems are put in place to remove the numerous challenges facing learners' participating in vocational skill programmes. In Nigeria, the federal government initiated several measures and policies to reduce the

level of poverty among the masses. Skill acquisition programmes establishment is one of the measures embarked on by the government to reduce mass poverty and unemployment in the country. In an attempt to address these problems Nigerian government established Agencies such as the National Directorate of Employment (NDE), Directorate for Food, Roads and Rural Infrastructure (DFRRI), National Poverty Eradication Programme (NAPEP), Better Life for Rural Women, Family Economic Advancement Programme (FEAP), National Economic Empowerment and Development Strategy (NEEDS), Agencies for Adult and Non-formal Education, the Niger Delta Development Commission (NDDC) to reduce the degree of poverty and improve the social well-being of the people (Akintayo and Oghenekohwo 2004; Akanji 2008). These agencies have undertaken to ensure the non-formal training of youths and adults on vocational skills acquisition through work-oriented functional literacy to capture skills in “garri” processing, carpentry, soap and pomade making, baking and confectionery skills, barbing and hairdressing, computer literacy skills, life skills for community-decision making, peace and conflict resolutions and bargaining power. They also provide training in the areas of sideline jobs for extra incomes, mechanic work, environmental management techniques, tie and dye, laundering, block mouldings, mason, arts and craft, shoe-making and repair, fish farming, animal farming and crop production, bee-keeping, tailoring, and many others.

At the state level, the establishment of the Oyo State Youth Development centre was one of the Programmes implemented to tackle the unemployment situation in the state. The establishment of the centre followed the guidelines of the National Youth Policy that was established in 1968 with the objective of training out-of-school youth graduates who are unemployed in various vocational trades such as carpentry, fashion designing, hairdressing, shoe-making among others, thereby enabling them to inculcate an entrepreneurial culture that would enable them to be self-dependent. In the same vein, an attempt taken by the Oyo State government has been geared towards entrepreneurship training inclusion in University’s education curriculum design and development. Similarly, training centres such as technical and

vocational schools, and apprenticeship centres for all were established to absolve the unemployed youths and adults to eradicate poverty in the state.

Unfortunately, the essence of these skills acquisition programmes established at federal and state levels are yet to be felt at both individual and community levels in Nigeria which may also reflect on the rate of low level of participation in the programmes by intended beneficiaries. Objectives and service delivery by skill acquisition training programmes in Oyo state in particular and in Nigeria had been without tangible impact on the society. Resultant from these is unemployment, illiteracy, youth restiveness and glaring underdevelopment which are still prevalent. There seems to be some disconnect between these programmes and the unimpressive situation in Nigeria. The question this situation create is that whether these skills acquisition programmes do normally have any bearing with traditional indigenous apprenticeship system which has a close link with the cultural and environmental contexts of the intended beneficiaries. It may be doubtful whether, the factors like literacy level, marital status, age and gender of target participants are considered in the planning process. The same doubt applies with the cultural factors like language, values, norms and beliefs systems of the people and socio-cultural factors such as cultural value system, social networks (family, friends and relatives) and customs and tradition disposition to vocational training programme.

Also, the environmental context; political factor and economic factor such as occupational type, employment status, poverty levels of target participants, lack of sponsorship, the opportunity costs of training as the need to lock up shops to attend training classes and perceived limited employment opportunities for attendees are not being given adequate consideration in the process of designing such programmes.

From the foregoing, it appears that current strategies in addressing issues of participation in skills acquisition training programme remain ineffective if socio-cultural and environmental factors are not taken into consideration in planning, organization and administration of skill acquisition training programmes.

Based on this, this study is therefore, being carried out to fill the gap created by dearth of studies

on factors predicting participation in skill acquisition training programmes in Ibadan metropolis of southwestern Nigeria. Specifically, the study was guided by the following research questions: (1) How did the socio-cultural influence learners' participation in skill acquisition training programmes in Oyo state (2) How did the environmental factors influence learners' participation in skill acquisition training programmes in Oyo state (3) What are the perception of learners on challenges faced participating in vocational training programme.

## **2.0 Methods**

### **2.1 Study design and setting**

A descriptive, cross-sectional survey was conducted among 200 learners aged 11–40 years leaning one vocation or the other in Ibadan Metropolis in the Southwestern Region of Nigeria. The Southwestern Region is known as the citadel of education in Nigeria. Ibadan is the capital city of old western Region and current capital of Oyo state with first University in Nigeria. In the area of vocational and skill acquisition training programmes, there are various agencies and institutions established by both Federal and State governments to address unemployment and run vocational training programme but the various arms of government did not show enough concern in this area and due to inadequate vocational and technical schools, apprenticeship system still supplies the bulk of Nigeria's skilled and semi-skilled workers. Therefore, most apprenticeship trainings were and are still in the hands of the private sector while this study focuses on Private-Owned Vocational Skill Acquisition Centres. Learners from these informal sectors gain employable learning experience from resource persons and facilitators working in the apprentice system within Ibadan Metropolis.

### **2.2 Population**

The population comprised out-of-school youth and unemployed youth graduate participating in private-owned skill acquisition centres learning one vocation or the other in Ibadan Metropolis of southwestern Nigeria. The rationale for the choice of the participants was that the unemployed graduate youth have obtained certificate from tertiary institutions in the country and yet participating in private-owned vocational skill acquisition training

centre while the out-of-school youth feel comfortable participating in private-owned vocational skill acquisition training centre. This category of learners had high number of enrolment in the programme due to unemployment situation in the country and were pushed to acquired one vocation or the other to be self-reliance. The population comprises all learners undertaking trainings in vocational skill acquisition programmes in selected private owned vocational skills acquisition training centres in Ibadan Metropolis. It is worth mentioning that the study participants had different levels of education and experience but they were all included in the study because we were also interested in their intention for participation as well as the factors predicting their participation in vocational skill acquisition training programme.

### **2.3 Sample and sampling procedure**

The study employed total population sampling by involving potentially every member of the accessible population eligible for inclusion in the study. A sample size of 220 respondents were selected from purposively skill acquisition training centres in two areas each from four Local Government Areas selected for this study. Multi-Stage sampling procedure was used in selecting the sample size for the study. In the first stage, four local governments were purposively selected that is Ibadan North, Ibadan North West, Ibadan South West and Ibadan South East Local Government Areas in Ibadan metropolis.

Secondly, two areas were randomly selected from each local government: Ibadan North (Agbowo and Agodi); Ibadan North West (Dugbe and Eleyele); Ibadan South West (Ring-Road and Oke-Ado) and Ibadan South East (Orita-challenge and Olorunsogo). The reason is that the two areas selected are the commercial hub of each of the local government. While some selected skill acquisition training centres were also randomly selected together with the respondents from each of the two areas in the four Local Government Areas selected for the study. Ibadan North (Agbowo: 6 centres with 28 respondents; Agodi: 4 centres with 28 respondents); Ibadan North West (Dugbe: 6 centres with 35 respondents; Eleyele: 7 centres with 35 respondents); Ibadan South West (Ring-Road: 5 centres with 25 respondents; Oke-Ado: 8 centres with 32 respondents) and Ibadan South East (Orita-challenge:

5 centres with 20 respondents; Olorunsogo: 5 centres with 20 respondents).

#### **2.4 Data collection instrument**

A questionnaire was developed based on literature on vocational education and vocational skill acquisition. The questionnaire comprised the following subscales; socio-cultural factors predicting participation in vocational skill acquisition and environmental factors. In this study, skill acquisition was defined as the key in the fight for the elimination of hunger and poverty, reduction or elimination of joblessness in the society and reduction of crime through effective engagements of youth.

Socio-cultural factors predicting participation in vocational skill acquisition referred to factors such as shared beliefs, value system, social network, tradition, custom, gender role, religious practices, local norms and practices that encouraged them to engaged in learning one skill or the other in non-formal settings. Environment factors refer to as the political and economic factors such as government policies, home environment (location of the training centres), society success stories on vocational skill acquisition and overemphasizing on skill acquisition to complement formal schooling that influence people's participation in skill acquisition programmes.

The Socio-cultural factors subscale comprised ten items on how factors such as shared beliefs, value system, social network, tradition, custom, gender role, religious practices, local norms and practices influence their participation in skill acquisition training programmes adapted from literature and the participants were asked to indicate their responses by responding strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD).

Also, the participants responded to the question, "how environment factors such as government policies, home environment (location of the training centres), society success stories on vocational skill acquisition and overemphasizing on skill acquisition to complement formal schooling influence people's participation in skill acquisition training programmes?" The environmental factors subscale comprised 10 items adapted from literature and was measured on a four-point Likert scale. The participants were asked to indicate their level of agreement or disagreement to the statements

constituting the subscale by either responding strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD). The participants also responded to the question, "what are the challenges hinder their participation in vocational training programmes?"

The perceived barriers subscale comprised 10 items, all measured on a four-point Likert scale. These items were adapted from previous studies. The participants were asked to indicate their level of agreement or disagreement to the statements constituting the subscale by either responding strongly agree(SA), agree(A), disagree (D), or strongly disagree (SD).

The study considered the following socio-demographic information of the participants; gender, age, marital status, educational qualification and family income.

Face validity was ensured by careful review by two experts in the field of vocational education with in-depth experience in vocational skill training. These experts were professors in adult and non-formal education who had extensive experience in vocational skill training of students for over two decades. Also, efforts were made to ensure that the questionnaire items reflected the objectives of the study.

A pretest was conducted with 30 apprentices in nearby training centres to ensure that the questions were clear and understandable. The negatively worded items were reverted and the Cronbach's coefficient of reliability was used to determine the reliability of the Likert scale items.

Cronbach's alpha was used for the items on the factors predicting participation and perceived challenges subscales because these were on a Likert scale.

The study yielded the following reliability coefficients for the different subscales; factors predicting participation = 0.781 and perceived challenges = 0.725. According to Bryman [30], reliability coefficient of 7.0 is acceptable for new measures.

#### **2.5 Data collection**

Five trained research assistants were recruited to collect relevant data for the study. The training covered how the items on the questionnaire should be answered. In the various areas, eligible

participants were approached and those willing to participate were included in the study.

A thorough explanation about the study was provided and oral informed consent was obtained from each participant. To ensure privacy, participants were allowed to answer the questionnaires at their convenient time after they had finished their day's activities at work.

The questionnaires did not capture any personal identifying information on the participants thereby ensuring anonymity.

Consequently, the data obtained could not be linked to any of the participants. But, 20 participants who were unable to submit the questionnaire during period of collection.

The data collection exercise took approximately eight weeks from August to October, 2021. In all, 200 apprentices participated in the study.

## 2.6 Data analysis

The data were analyzed using the Statistical Package for Social Sciences version 21.0. The statistics used included frequency counts, percentages and chi-square analysis at 0.05 level of significance. Prior to the analysis, scores for negatively worded items were reversed. Specifically, the socio-demographic characteristics of the participants was analyzed using frequency counts and percentages.

Chi-square analysis was used to determine the difference between socio-cultural and environmental factors influencing learners' participation in vocational skill acquisition programme, difference in socio-cultural factors influencing learners' participation based on demographic factors, difference in environmental factors influencing learners' participation based on demographic factors, challenges facing learners' participation in vocational skill acquisition training programme and difference in challenges facing learners' participation in vocational skill acquisition programme based on demographic factors.

## 3.0 Results

### 3.1 Sociodemographic characteristics of the participants

The results show that 51.7% (n=104) of the participants were males while 48.3% (n=97) were females. The age distribution of the participants revealed that the age group 21 to 30 years constitutes the largest 65.7% (n=132).

Furthermore, 60.2% (n=121) of the participants were single, 36.8% (n=74) were married, 2.5% (n=5) were separated and 0.5% (n=1) was a widow.

The educational level of the participants was 3.5% (n=7) possesses no formal education, 4.5% (n=9) possesses primary education, 27.4% (n=55) possesses secondary education, 41.3% (n=83) possesses National Diploma, 21.9% (n=44) possesses Bachelor Degree while 1.5% (n=3) possesses postgraduate education. Lastly, on income level of the participants was that 14.9% (n=30) earned less than #20,000 per month, 16.4% (n=33) earned less than #40,000 per month, 46.8% (n=94) earned less than #60,000 per month and 21.9% (n=44) earned more than #40,000 per month.

### 3.2 Types of vocational skill acquisition training programmes learners engaged-in

**Table 1: Socio-Demographics Characteristics**

Variables	Frequency	Percent (%)
<b>Age</b>	<b>N</b>	<b>%</b>
11-20	39	19.4
21-30	132	65.7
31-40	27	13.4
Above 40	3	1.5
<b>Gender</b>		
Male	104	51.7
Female	97	48.3
<b>Marital Status</b>		
Single	121	60.2
Married	74	36.8
Separated	5	2.5
Widowed	1	0.5
<b>Educational Level</b>		
No Formal Education	7	3.5
Primary Education	9	4.5
Secondary Education	55	27.4
ND/NCE	83	41.3
HND/BSc	44	21.9
Postgraduate	3	1.5
<b>Income</b>		
Less than #20,000	30	14.9
#20,000-#40,000	33	16.4
#40,000-#60,000	94	46.8
Above #60,000	44	21.9

The majority of the participants, 13.9% (n=28), indicated that they acquired vocational skill training in Videography, while the least vocation is Upholstery with 3.0% (n=6).

Nonetheless, others vocations were Hairdressing with 13.4% (n=27), Event planning with 10.9% (n=22), Cake and confectionaries with 10.4% (n=21), Fashion Designing/sewing with 10.0% (n=20), Welder with 9.5% (n=19), Plumbing with 7.5% (n=15), Barbing with Make-over with 6.0% (n=12), Automobile techniques with 5.5% (n=11) and Cinematography with 3.5% (n=7). The results show the level of engagement of learners in the vocation of their choice.

**Table 2: Various Vocational Skill Acquisition Engaged in by the Respondents**

Vocational Skills	Frequency	Percent (%)
Videography	28	13.9
Hairdressing	27	13.4
Event planning	22	10.9
Cake and confectionaries	21	10.4
Fashion Designing/sewing	20	10.0
Welder	19	9.5
Plumbing	15	7.5
Barbing	13	6.5
Make-over	12	6.0
Automobile techniques	11	5.5
Cinematography	7	3.5
Upholstery	6	3.0

### 3.3 Socio-cultural factors influencing learners participation in skill vocational acquisition training programmes

Table 3: Presents the descriptive statistics on the various items on socio-cultural factors influencing learners' participation in skill vocational acquisition training programmes subscale. A high proportion of the participants, 42.8% (n=86) strongly agreed and 32.3%(n=65) agreed to the statement that their cultural background greatly influences their desire to participate in vocational skill acquisition.

Again, 54.0% (n=108) strongly agreed and 32.5% (n=65) agreed to the assertion that social network (family, friends, and relatives) supports their interest and decision to participate in the skill acquisition training.

**Table 3: Socio-Cultural Factors Influencing Learners' Participation in Vocational Skills Acquisition Training Programmes**

Variables	Mean	SA	A	D	SD
My cultural background greatly influences my desire to participate in vocational skill acquisition.	3.11	86 (42.8)	65 (32.3)	38 (18.9)	12 (6.0)
The value my family placed on vocational skill acquisition influence my participation in skill acquisition training	3.48	112 (56.0)	77 (38.5)	5 (2.5)	6 (3.0)
My social network (family, friends, and relatives) supports my interest and decision to participate in the skill acquisition training	3.37	108 (54.0)	65 (32.5)	20 (10.0)	7 (3.5)
My tradition and customs are favorably disposed to vocational skills acquisition, and this serves as motivator for me to participate in skill acquisition programme	3.30	103 (51.2)	68 (33.8)	18 (9.0)	12 (6.0)
My gender role has been a great influence on the choice of vocational skills I chose	3.20	99 (49.7)	61 (30.7)	18 (9.0)	21 (10.6)
My personal and family standard of living influenced me to embrace a vocational skill acquisition programme	3.09	103 (51.2)	46 (22.9)	20 (10.0)	32 (15.90)
I chose to participate in vocational training to argument my income after skill acquisition	3.31	112 (55.7)	58 (28.9)	12 (6.0)	19 (9.5)
My involvement in different social organizations has influenced positively my participation in skill acquisition	3.00	84 (42.0)	63 (31.5)	21 (10.4)	32 (15.9)

**Table 4: Showing the Difference in Socio-Cultural Factors Influencing Learners’ Participation Based on Demographic Factors**

Variables	Socio-Cultural Factors		Chi-Square	P-value
	Low	High		
<b>Age</b>			10.747	0.013
11-20	6 (18.8)	33 (19.8)		
21-30	16 (50.0)	114 (68.3)		
31-40	10 (31.2)	17 (10.2)		
Above	0 (0.0)	3 (1.8)		
<b>Gender</b>			0.308	0.579
Male	18 (56.3)	85 (50.9)		
Female	14 (43.8)	82 (49.1)		
<b>Marital Status</b>			13.209	0.004
Single	19 (59.4)	100 (59.9)		
Married	13 (40.6)	67 (40.1)		
<b>Educational Level</b>			20.301	0.001
No Formal Education	4 (12.5)	3 (1.8)		
Primary Education	1 (3.1)	8 (4.8)		
Secondary Education	1 (3.1)	54 (32.3)		
Tertiary Education	26 (81.3)	102 (61.1)		
<b>Income</b>			5.515	0.138
Less than 20,000	3 (9.4)	27 (16.2)		
20,000-40,000	4 (12.5)	28 (16.8)		
40,000-60,000	13 (40.6)	80 (47.9)		
Above 60,000	12 (37.5)	32 (19.2)		

However, 51.2% (n=103) strongly agreed and 33.8% (n=68) agree to the assertion that tradition and customs are favorably disposed to vocational skills acquisition, and serves as motivator for their participation in skill acquisition programme.

Also, 51.2% (n=103) strongly agreed and 22.9% (n=46) agreed to the assertion that their personal and family standard of living influenced them to embrace a vocational skill acquisition programme. And lastly, 55.7% (n=112) strongly agreed and 28.9% (n=58) agree to the assertion that they chose to participate in vocational training to argument their income after skill acquisition.

**3.4 Environmental factors influencing learners’ participation in vocational skill acquisition**

**Table 5: Influence of Environmental Factors on Learners’ Participation in Vocational Skills Acquisition Training Programmes**

	Mean	SA	A	D	SD
My home environment and the location of my training centre put me in a vantage position to participate in a vocational skill programme	3.26	99 (49.3)	72 (35.8)	13 (6.5)	17 (8.5)
Recognition and craftsmanship involved in the vocation influenced my participation in acquiring the vocational skills	3.10	90 (44.8)	69 (34.3)	14 (7.0)	28 (13.9)
Success stories of those who have acquired skills in the past greatly influence my participation in the skill acquisition	3.11	94 (46.8)	62 (30.8)	18 (9.0)	27 (13.4)
My parent/relatives are into similar vocational work, and this greatly influenced my participation in the skills acquisition training	2.91	85 (42.3)	54 (26.9)	21 (10.4)	41 (20.4)
Overemphasis on skills acquisition to complement education acquisition influence my participation in the skills acquisition programme	3.16	99 (49.5)	59 (29.5)	17 (8.5)	25 (12.5)



**Table 6: Showing the Difference in Environmental Factors Influencing Learners' Participation Based on Demographic**

Variables	Environmental Factors		Chi-Square	P-value
	Low	High		
Age			10.332	0.016
11-20	10 (25.0)	29 (18.1)		
21-30	19 (47.5)	112 (70.0)		
31-40	9 (22.5)	18 (11.3)		
Above	2 (5.0)	1 (0.6)		
Gender			0.020	0.887
Male	21 (52.5)	82 (51.2)		
Female	19 (47.5)	78 (48.8)		
Marital Status			1.555	0.670
Single	23 (57.5)	97 (60.6)		
Married	17 (42.5)	63 (39.4)		
Educational Level			14.660	0.012
No Formal Education	5 (12.5)	2 (1.3)		
Primary Education	0 (0.0)	9 (5.6)		
Secondary Education	9 (22.5)	46 (28.7)		
Tertiary Education	26 (65.0)	103 (64.4)		
Income			1.999	0.573
Less than 20,000	4 (10.0)	26 (16.3)		
20,000-40,000	5 (12.5)	27 (16.9)		
40,000-60,000	20 (50.0)	74 (46.3)		
Above 60,000	11 (27.5)	33 (20.6)		

Furthermore, the results in Table 4 present the difference in socio-cultural factors influencing

learners' participation in skill vocational acquisition training programmes based on demographic factors with chi-square analysis. The results revealed the bivariate analysis shown in the table that learners' age group was statistically associated with socio-cultural factor influencing learners' participation in vocational skills acquisition training programme ( $p \leq 0.013$ ). The perception of socio-cultural factor influencing the choice to participate in a vocational skill programme was higher among unmarried respondents (59.9%) compared to married respondents (40.1%), the differences was statistically significant ( $p \leq 0.004$ ).

Respondents' level of education also influenced their perception towards socio-cultural as a factor influencing the choice to participate in a vocational skill programme.

### 3.5 Challenges facing learners' participation in vocational skill acquisition training programme

The difference in their level of perception was statistically significant ( $p \leq 0.001$ ). Table 5: Presents the descriptive statistics on the various items on environmental factors influencing learners' participation in skill vocational acquisition training programmes subscale.

A high proportion of the participants, 49.3% ( $n=99$ ) strongly agreed and 35.8% ( $n=72$ ) agreed to the statement that their home environment and the location of the training centres put them at a vantage position to participate in a vocational skill programme.

Again, 44.8% ( $n=90$ ) strongly agreed and 34.3% ( $n=69$ ) agreed to the assertion that the recognition and craftsmanship involved in the vocation influenced their participation in acquiring the vocational skills social.

However, 46.8% ( $n=94$ ) strongly agreed and 30.8% ( $n=62$ ) agree to the assertion that the success stories of those who have acquired skills in the past greatly influence their participation in the skill acquisition training programme.

Also, 42.3% ( $n=85$ ) strongly agreed and 26.9% ( $n=54$ ) agreed to the assertion that parent/relatives who are into the similar vocational work greatly influenced their participation in the skills acquisition training programme.

And lastly, 49.5% ( $n=99$ ) strongly agreed and 29.5% ( $n=59$ ) agree to the assertion that

overemphasis on skills acquisition to complement formal education influence their participation in the skills acquisition training programme.

**Table 7: Challenges Faced Participating in Vocational Training Programme**

Statement	Mean	Rank	SA	A	D	SD
Lack of motivation from the society affect my commitment to participate in a vocational skill programme.	3.01	1	82 (41.0)	61 (30.5)	34 (17.0)	23 (11.5)
Lack of modern machines and tools affect my participation in vocational skill programme.	2.76	2	71 (35.5)	50 (25.0)	39 (19.5)	40 (20.0)
Limited availability of industries for employment after programme completion affect my participation in the skill acquisition training programme.	2.75	3	71 (35.1)	47 (23.5)	42 (21.0)	40 (20.0)
Limited opportunities for establishment after programme completion affect my participation in the skill acquisition training programme.	2.62	4	64 (31.8)	42 (20.9)	49 (24.4)	46 (22.9)
Poor government policies on vocational skill acquisition programme affect my participation in vocational skill acquisition training programme.	2.54	5	62 (30.8)	45 (22.4)	33 (16.4)	61 (30.3)

Furthermore, the results in Table 6 present the difference in environmental factors influencing learners’ participation in skill vocational acquisition training programmes based on demographic factors with chi-square analysis.

The results revealed the bivariate analysis shown in table indicates that respondents between age group 21-30 years perceived environmental factors to influence the choice to participate in a vocational skill programme higher than other age groups.

The difference in their level of perception was statistically significant ( $p \leq 0.016$ ).

Also, respondents’ level of education influenced their perception towards environmental factor influencing their choice to participate in a vocational skill programme.

The difference in their level of perception was statistically significant ( $p \leq 0.012$ ).

Table 7: presents the descriptive statistics on the various items on challenges facing learners’ participation in vocational skill acquisition training programme subscale. A high proportion of the participants, 41.0% (n=82) strongly agreed and 30.5% (n=61) agreed to the statement that lack of motivation from the society affect their commitment to participate in a vocational skill programme. Again, 35.5% (n=71) strongly agreed and 25.0% (n=50) agreed to the assertion that lack of modern machines and tools also affect their participation in a vocational skill programme.

However, 35.1% (n=71) strongly agreed and 23.5% (n=47) agree to the assertion that limited availability of industries for employment after programme completion affect their participation in the skill acquisition training programme. Also, 31.8% (n=64) strongly agreed and 20.9% (n=42) agreed to the assertion that limited opportunities for establishment after programme completion affect their participation in the skill acquisition training programme.

And lastly, 30.8% (n=62) strongly agreed and 22.4% (n=45) agree to the assertion that poor government policies on vocational skill acquisition programme also affect their participation in vocational skill acquisition training programme. Furthermore, the results in

Table 8 present the challenges facing learners’ participation in vocational skill acquisition training programme based on demographic factors with chi-square analysis.

**Table 8: Showing the Difference in Challenges Facing Learners’ Participating in Vocational Skills Acquisition Programme Based on Demographic Factors**

Variables	Challenges		Chi-Square	P-value
	Low	High		
Age			0.983	0.805
11-20	18 (22.8)	18 (17.6)		
21-30	49 (62.0)	69 (67.6)		
31-40	11 (13.9)	13 (12.7)		
Above	1 (1.3)	2 (2.0)		
Gender			2.000	0.157
Male	35 (44.3)	56 (54.9)		
Female	44 (55.7)	46 (45.10)		
Marital Status			1.230	0.238
Single	49 (62.0)	59 (57.8)		
Married	30 (38.0)	43 (42.2)		
Educational Level			11.120	0.049
No Formal Education	3 (3.8)	3 (2.9)		
Primary Education	8 (10.1)	1 (1.0)		
Secondary Education	19 (24.1)	30 (29.4)		
Tertiary Education	49 (62.0)	68 (66.7)		
Income			1.749	0.626
Less than 20,000	13 (16.5)	17 (16.7)		
20,000-40,000	14 (17.7)	16 (15.7)		
40,000-60,000	32 (40.5)	50 (49.0)		
Above 60,000	20 (25.3)	19 (18.6)		

The results revealed the bivariate analysis shown in table indicates that there is no significant difference in challenges facing learners’ participating in vocational skill programmes as respective p-value is greater than 0.05.

Hence, the null hypothesis is accepted.

#### 4.0 Discussion

The results above show that the environmental and socio-cultural context affect individuals’ perceptions, perspective, moral and esthetic preferences and learning styles. According to Billett (2002b: 458), people think and behave together with the social world they live in. Socio-cultural context also determines literacy habits and functions, which are the most important variable in the process of learning and teaching. Socio-cultural context affects many areas including how educational institutions function, the methods used and tutor-learner roles.

These findings revealed that socio-cultural context affects learners’ participation in vocational skill acquisition training programmes. That learning and teaching is not independent from an individual’s social and cultural environment is a principle accepted by educational approaches such as constructivism, thematic learning and brain-based learning (Caine & Caine 1995: 23, 126).

That is why the target population and their social and cultural context should be taken into consideration when designing educational programs, and planning and implementing instructional processes.

All formal and non-formal training systems are affected by a given society’s culture and values as much as its economic needs (Winch & Hyland 2007:30).

Again, in order to achieve personal and national development through vocational skill acquisition and development the challenges faced by the beneficiaries must be addressed.

The challenges such as lack of motivation from the society, lack of modern machines and tools to work with after graduation, limited availability of industries for employment after programme completion, limited opportunities for establishment after programme completion and poor government policies on vocational skill acquisition programme.

In other word, the challenges can be addressed through the following:

- Change of attitudes of parents, family, relatives and society at large that parents wants their children to be teachers, nurses, doctors and very few encourage their children to enter blue collar jobs and the results of negative attitude is lack of skills for the labour market.
- Government intervention of provision of modern machines and tools to work with by the beneficiaries' vocational skill acquisition training institutions and centres.
- Government intervention in establishment of more small and medium industries that would accommodate most graduates from vocational skill acquisition training institutions and centres.
- Provision of money and startup-kits-stocks and tools should be made available by government to each participant in the scheme promptly to start or set up his or her own business after graduation and the situation where the graduates wait for assistance from friends and relatives to enable them embark on their own businesses is not healthy for the sustainability of the programme.
- Government policy on vocational skill acquisition should be favourable to both placement of unemployed youth as apprentices in private and government establishments and encourage self-employment venture.

## 5.0 Conclusions

The out-of-school youths and unemployed youth graduates who participated in the study are willingly enrolled in vocational skill acquisition training programme based the socio-cultural and environmental factors with the intention to acquired one skill or the other to be self-reliance. Having identified the importance socio-cultural and environmental factors on people participation in vocational skill acquisition training programme will enable government put into consideration these factors in planning, organizing and implementing their vocational skill acquisition training programme in order to achieve desirable results on the citizenries. However, there are critical perceived barriers that need to be addressed, to enable more out-of-school youths and unemployed youth graduates have the desire to participate in vocational

skill acquisition training programme to reduce unemployment rate in the country.

## References

- [1] Adamic, L. A., Alaszewski, A., Alberts, J. K., Allen, I. L., & Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*, Prentice-Hall. Barber, BR, Englewood Cliffs, N J.
- [2] Arogundade, B. B. (2011). Entrepreneurship Education: An Imperative for Sustainable Development in Nigeria, *Journal of Emerging Trends in Educational Research and Policy Studies*, Vol. 2(1): 26-29.
- [3] Billett, S. (2002b). 'Workplace pedagogic practices: Co-participation and learning', *British Journal of Educational Studies*, 50(4): 457-481.
- [4] Caine, R. N., & Caine, G. (1995). *Making connections: Teaching and the human brain.*, Addison-Wesley Longman Publishing Company.
- [5] Donli, J. G. (2004). An Overview of Nigeria's Economic Reforms. *Central Bank of Nigeria. Economic and Financial Review*, 42 (4).
- [6] Ellis, R., & Shintani, N. (2013). *Exploring language pedagogy through second language acquisition research*. Routledge.
- [7] Federal Republic of Nigeria, (2004). *National Policy on Education*. (4th edition) Lagos: NERDC Press.
- [8] Iroegbu E. E. (2017). Vocational Education and Acquisition of Skills for Self – Reliance. *Journal of Educational Realities*, Vol. 4 (1) ISSN 2536-6661 (Paper) ISSN 2536-6653(Online).
- [9] Magbagbeola, N. O. (2004). Theoretical and Conceptual Issues in Economic Sector. *Central Bank of Nigeria. Economic and Financial Review*, 42(4).
- [10] Mystkowska-Wiertelak, A., & Pawlak, M. (2014). Production-oriented and comprehension-based grammar teaching in the foreign language classroom. Springer Parziale, J., & Fischer, K. W. (2009). The practical use of skill theory in classrooms. In R. J. Sternberg & W. M. Williams (Eds.), *Intelligence, instruction, and assessment: Theory into practice* (pp. 95-110). Taylor & Francis eLibrary.

- [11] Vanpatten, B., & Benati, A. G. (2010). Key terms in second language acquisition. Continuum International Publishing Group.
- [12] Winch, C., & Hyland, T. (2007). A guide to vocational education and training. Continuum International Publishing Group.