

## Investigating the Psychosocial Factors Militating Against Students' Interest in Skill Acquisition and Vocational Training in Selected Colleges in Ijebu-Ode, Ogun State

<sup>1</sup>Oluwafunmike B. Adenigba, <sup>2</sup>Tolulope.G .Daini\*, <sup>3</sup>Ayodele R. Sowole, <sup>4</sup>Helen N. Adetoyi, & <sup>5</sup>Alice O.Bakare.

<sup>1</sup>Department of General Studies, <sup>2,3</sup> Department of Medical Laboratory Technician, <sup>4</sup> Department of Environmental Health Technology, <sup>5</sup> Department of Psychosocial Rehabilitation, Ogun State College of Health Technology, Ilese Ijebu.

[funkynov2@gmail.com](mailto:funkynov2@gmail.com); [folorunshograce@gmail.com](mailto:folorunshograce@gmail.com); [sowolemm@gmail.com](mailto:sowolemm@gmail.com); [helenadetoyi@gmail.com](mailto:helenadetoyi@gmail.com); [bakarealice452@gmail.com](mailto:bakarealice452@gmail.com); [folorunshograce@gmail.com](mailto:folorunshograce@gmail.com)

### Abstract

Vocational education and skills acquisition is considered a panacea to the sudden reality of the recent high prevalence of unemployment and low living standard among Nigerian youths. Against this fact, the psychosocial factors influencing students' interest in skill acquisition and vocational training in some selected high colleges in Ijebu-Ode, Ogun-State, were investigated. The study was a cross-sectional survey with two hundred and fifty (250) students sampled from private and public high colleges adopting a simple random sampling technique. Data was collected from a structured, self-administered questionnaire. The study showed that more than half (52%) of the respondents were from public schools, 52.4% were female, and 66.8% were within the age bracket of 14-19years. SS3 and SS2 were the majority of the respondent. Christianity (62.0%) was the most dominating religion among the respondents. There was a positive significant relationship between parental background ( $N=250, r=.323, P < 0.05$ ), school environment ( $r=.240, N=250, P < .05$ ), peer pressure ( $r=.160, N=250, P < .05$ ), self-esteem ( $r=.160, N=250, P < .05$ ) and students' interest in skill acquisition and vocational. The multiple correlation coefficient ( $R=0.362$  and a multiple  $R^2$  of 0.131). Significance contribution was tested ( $P < 0.05$ ), while multiple Regression shows that parental background ( $=-.254, P < 0.05$ ), School Environment ( $=.109, P > 0.05$ ), Peer Group ( $=.037, P > .05$ ), and Self-Esteem ( $=.098, P > .05$ ) respectively influences students' interest in vocational study. In conclusion, parental background independently and significantly predicts students' interest in the vocational study.

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### Introduction

Vocational education and skills acquisition seem to be a panacea to the sudden reality of the high prevalence of unemployment and low standard of living among Nigerian youths nowadays. This has abruptly become means of livelihood and a respected way of earning a living among youths in the Nation. Notably, there has been a combination of vocational skills acquisition

with formal educational training among the young. Vocational education- the learning of specific skills for self-employment or career, has been integrated into the average student's academic pursuit (Ugwuja, 2010). Despite students' academic appraisal, they are interested in skill acquisition ranging from fashion designing, laundry, catering, bead making, etc. which

are shared among the undergraduate (Ugwuja, 2010; Hartl, 2009).

In Nigeria, senior secondary school students are advised to choose one vocational subject in their qualifying examinations. Unfortunately, the mix of vocational subjects such as Agricultural Science, Technical Drawing, Food and Nutrition, Basic Electronics and Applied Electricity that are listed in senior secondary schools have not been able to prepare secondary school graduates for the world of work (Olaoye and Adameji, 2017).

Public and private institutions offered the courses, although, vocational training was targeted at equipping the economically challenged teeming youth with remarkable skills positioning them for making a livelihood (Hartl, 2009).

Vocational education involves education and training that relied more on psychomotor rather than cognitive abilities and trains individuals to perform a specific job with dexterity in a particular industry. It endowed practical educational training for gainful employment in trade, agriculture, industries, homemaking, business, etc. Importantly, technical and vocational training is focused on empowering the skills of an individual (Azubuike, 2011; Ojimba, 2012).

Poverty with a high unemployment rate is common in developing countries like Nigeria. However, for the nation to overcome these challenges, it must excel technologically. Therefore, there is a need for a tremendous improvement of students' interest in skill acquisition and vocational training/ education programs in both government-owned and private secondary schools (Awang, 2011; Awogbenle and Iwuamadi, 2010).

A good number of factors may influence the decision to engage in vocational activity. Among such factors are self-esteem, socio-economic status, family background etc. It is in the light of the above that the present study was carried out to investigate the psychosocial factors influencing students' interest in

skill acquisition and vocational training in some selected high colleges in Ijebu-Ode, Ogun State

## **Materials and Methods**

### **Study design**

The study was cross-sectional to assess the psychosocial factors influencing students' interest in skill acquisition and vocational training in some selected high colleges in Ijebu-Ode, Ogun State

### **Study Area**

The study was undertaken in Ijebu Ode, Ogun State, Nigeria, between April to August 2020. Ijebu Ode is one of the local government areas established in Ogun State. Ijebu Ode's local government area is comprised of many towns and villages, and Ijebu-Ode is also a city within the local government area, located 110 km by road east of Lagos State. It is considered the homestead of Ijebuland. The city has 39 public primary schools, 14 junior secondary schools and 13 senior secondary schools and a host of private primary and secondary schools. According to the 2006 census (NPC, 2006), the total population of the local government is 222,653. The people are chiefly civil servants, Christianity and Islam are generally the dominating religion practised by the inhabitants of Ijebu Ode.

### **Study Population**

The study population consisted of apparently healthy male and female students selected from Public and Private high colleges in Ijebu Ode, Ogun State, Nigeria.

### **Sample and Sampling Techniques**

A total of ten (10) high colleges were randomly selected from all the secondary schools in Ijebu Ode. Five from each of the Public and Private high colleges were sampled for investigation. A systematic sampling technique was adopted to select 250 students from each of the selected private and public secondary schools. Twenty-Five students each were selected from the five public and five private high colleges.

### **Data collection**

### Questionnaire

A structured questionnaire was prepared to investigate the variables: Parental influence, school environment, peer influence, gender influence, and skill acquisition and vocational training was administered to respondents to source for information, and the following scale was used in data analysis, namely parental influence Scale (SIS), School Environment Scale (SES), Peer Influence Scale (PIS), Gender Influence Scale (GIS) and Skill Acquisition and Vocational Training Scale (APS)

### Parental Background Scale (PBS)

The instrument is to measure parental background. The values are adopted from Derado *et al.*, (2016) Attitudes towards Vocational Education and Training Survey Scale. The scale was adapted to measure parental background on students' interest in skill acquisition and vocational training. The participants were asked to respond to a 4-point rating scale ranging from strongly agree (SA) to strongly disagree (SD). The instrument is expected an alpha value of 0.85.

### School Environment Scale (SES)

The impacts of the School Environment were measured using the method of Oyenuga and Lopez (2012), The scale was to measure the school environment's influence on students' interest in skill acquisition and vocational training. The participants were engaged to respond to a 4-point rating scale

ranging from strongly agree (SA) to strongly disagree (SD). The yield of an alpha value of 0.78 is expected.

### Peer Group Scale (PGS)

The influence of peer groups was measured following Teibowei and Osusu (2017). The participants responded to a 4-point rating scale ranging from strongly agree (SA) to strongly disagree (SD). An alpha value of 0.79 is expected.

### Self-Esteem Scale (SES)

The self-esteem scale was measured following Rosenberg's (1965) Self-Esteem Scale. The participants responded to a 4-point rating scale ranging from strongly agree (SA) to strongly disagree (SD). An alpha value of 0.80 is expected.

### Skill Acquisition and Vocational Training Scale (SAVTS)

The skill acquisition and vocational training of high college students were measured according to Euro-barometer (Derado *et.al*, 2016), The participants responded to a 4-point rating scale ranging from strongly agree (SA) to strongly disagree (SD). An alpha value of 0.82 was expected.

### Statistical Analysis

The Statistical Package for Social Sciences (SPSS version 20) was used with a Probability of <0.05 as a significance level.

## Results

**Table 1: The demographic characteristics of the respondents**

Variables	Frequency	Percentage
Age	N=250	(%)
09-13 years	76	30.4
14-19 years	167	66.8
20 years and above	7	2.8
<b>Total</b>	<b>250</b>	<b>100.00</b>
Sex		

<b>Female</b>	131	52.4
<b>Male</b>	119	47.6
<b>Total</b>	<b>250</b>	<b>100.00</b>
<b>Religion</b>		
<b>Christianity</b>	155	62.0
<b>Islam</b>	88	35.2
<b>Traditional</b>	7	2.8
<b>Total</b>	<b>250</b>	<b>100.0</b>
<b>Class</b>		
<b>SS 1</b>	60	24.0
<b>SS 2</b>	95	38.0
<b>SS 3</b>	95	38.0
<b>Total</b>	<b>250</b>	<b>100.0</b>
<b>Type of school</b>		
<b>Private</b>	120	48.0
<b>Public</b>	130	52.0
<b>Total</b>	<b>250</b>	<b>100.00</b>

**Table 2: Relationship of variables and students' interest in skill acquisition and vocational training**

<b>Variable</b>	<b>Mean</b>	<b>Std. dev.</b>	<b>N</b>	<b>R</b>	<b>P</b>
<b>Parental Background</b>	10.8440	3.7239	250	.323	.000*
<b>Skill Acquisition and Vocational Training</b>	13.960	3.7793			
<b>School Environment</b>	11.8640	3.0678	250	.240	.000*

<b>Skill Acquisition and Vocational Training.</b>	13.9560	3.7793			
<b>Peer Group</b>	14.4480	2.0396	250	.160	.011*
<b>Skill Acquisition and Vocational Training</b>	13.960	3.7793			
<b>Self-Esteem</b>	15.1040	2.3638			
<b>Self-Esteem</b>	15.1040	2.3638	250	.168	.008*
<b>Skill Acquisition and Vocational Training</b>	13.9560	3.7793			

**Table 3: Multiple Regression analysis on joint contributions of parental background, school environment, peer group, self-esteem and students’ interest in skill acquisition and vocational training**

R	R. Square	Adjusted R Square	Std. Error of the Estimate			
<b>0.362</b>	0.131	0.117	3.5523			
<b>ANOVA</b>						
Model	Sun of	Df	Mean	F	Sig.	Remark
<b>Regression</b>	464.852	4	116.213	9.209	.000	Sig.
<b>Residual</b>	3091.664	235	12.619			
<b>Total</b>	3556.516	249				

**Table 4: Multiple Regression analysis showing the relative contributions of parental background, school environment, peer group, self-esteem and students’ interest in skill acquisition and vocational training**

Model	Unstandardized Coefficient		Stand. Coefficient	T	Sig.
	B	Std. Error	Beta contribution		
<b>(Constant)</b>	6.218	1.899		3.275	0.001

<b>Parental background</b>	0.258	0.067	0.254	3.842	0.000
<b>School Environment</b>	0.135	0.083	0.109	1.633	0.104
<b>Peer Group</b>	6.785E-02	0.123	0.037	0.552	0.581
<b>Self-Esteem</b>	0.156	0.103	0.098	1.525	0.129

### Discussion

Table 1 showed the demographic characteristics of respondents. Out of the 250 respondents, 76 (30.4%) were within the age bracket of 09-13years, while 167 (66.8%) were within the age group of 14-19 years, and only 7(2.8%) were within the age group of 20years and above. The result signifies that most of the respondents were within the age category of 14-19 years. In the same vein, female participants were higher than their male counterparts. The result implies that female respondents dominated the selected senior secondary school in Ogun state. This was consistent with the study conducted in Oyo state where the majority of the participants, 71 (55.0%), were females and 58 (45.0%) were males (Adeboye, 2017).

Table 2, there was a significant impact on the parental background and students' interest in skill acquisition and vocational training ( $r=0.323$ ,  $N=250$ ,  $P< 0.05$ ). Shuell (2006) concluded that the socioeconomic power of a person may dictate educational and career development.

The study showed there was a significant influence of peer group ( $r=0.160$ ,  $N=250$ ,  $P< 0.05$ ) on the student's interest in skill acquisition and vocational training. The result agreed with similar studies (Korir and Kipkemboi, 2014; Sahin 2014).

The study also confirmed the influence of self-esteem as a psychosocial determinant of students' interest in skill acquisition and vocational training ( $r=0.168$ ,  $N=250$ ,  $P< 0.05$ ).

### Conclusion

Findings from this study showed that psychosocial factors such as parental background, school environment, peer group, and self-esteem significantly affect students' interest in skill acquisition and vocational training.

### Conflicts of interest

The authors declare no conflicts of interest. The authors alone are responsible for the design, data collection, writing and funding of this research.

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