



Motivational Variables as Determinant of Adult Learners' Participation in Vocational Skills Acquisition in Literacy Education Centers

Onweazu Olufemi OKOJI, Ph.D^{1*}, Abdulrauf Adam Bature², Titi Taiwo Ambali Ph. D³

^{1,2,3} Department of Adult and Primary Education, Faculty of Education, University of Ilorin, Kwara State, Nigeria

*Corresponding e-mail address: Okoji.oo@unilorin.edu.ng

Abstract

The purpose of this study was to examine motivational variables as determinant of adult learners' participation in vocational skills acquisition in Ilorin Metropolis. Therefore, the study seeks to find out the level of adult participation in vocational skills acquisition in Ilorin Metropolis and also to determine the relationship between motivational variables and adult learners' participation in vocational skills acquisition. This study adopted a descriptive survey design. This survey was considered appropriate for this study because it involved direct contact with the samples that are relevant to the investigation. A simple random sampling technique was used to select 40 adult learners from each of the five literacy education centers. Two hundred participants participated in the study. A researcher-designed questionnaire titled Motivational Variables and Participation in Vocational Skills Questionnaire (MVPV SQ) was used to obtain information from the respondents. To measure the reliability of the instrument, the researchers adopted the test-retest method to ascertain the reliability of the instrument, the data was analyzed with Pearson Product Moment Correlation Coefficient (PPMC) and reliability value obtained was 0.85. The data collected from the respondent were analyzed using descriptive statistics to answer the research questions, while multiple regression was used to analyze the hypotheses raised. The combination of the independent variables significantly correlated the dependent variable ($F_{(4, 195)} = 4.785, p < 0.05$). It was shown in the study that the combination of the independent variables significantly correlated the dependent variable ($F_{(4, 195)} = 4.785, p < 0.05$). This implies that there was a significant correlation between motivational variables (achievement motivation, self-determination, career motivation and self-efficacy) and adult learners' participation in vocational skills acquisition. It was revealed further that adult learners' achievement motivation has the highest contribution with Beta weight of 0.410 to the adult learners' participation in vocational skills acquisition followed by career motivation having 0.367 and self-determination. Thus, it was recommended that adult learners should endeavor to improve their self-efficacy and confidence to foster their acquisition of vocational skills for the improvement of their economic independence.

Keywords: Adult learners, empowerment, facilitators, literacy centers and vocational skill.

Introduction

The goal of vocational and technical education has long been defined as training and preparation of people directly for work (Nwang, 2020). One of the national goals of education which is derived from the philosophy of Nigeria's education according to the Federal Ministry of Education (Rutherford, 2015), is the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society. The policy statement places emphasis on three broad goals of vocational education. The goals of Vocational and Technical Education as established in the National Policy on Education (NPE, 2004) are; To provide trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technical levels, provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development and to give training and impart necessary skills to individuals who shall be self-reliant economically

Vocational skills acquisition seems to appear as an antidote to sudden reality of unemployment among graduates of tertiary institutions and adults in vocational training centers in Nigeria. It has suddenly become a means of livelihood and a decent way of making earning living among this category of people. In fact, preference for vocational skills acquisition alongside formal educational training may have become a sine qua non among undergraduates in tertiary institutions. Vocational skills acquisition, which is the acquisition of specific skills for self-employment or career, has become a major part of the average student's education plan. Regardless of students' performance level, vocational skills acquisition such as catering, dressmaking, bead making, web designing is prevalent in universities and also in vocational training centers in Nigeria. The importance of vocational training is that the specific ability of individuals is utilized to the fullest. Vocational education, though just becoming increasingly acceptable among students in Nigeria, has been around for a while. The courses that sprung up under earlier vocational skills training were industrial training, bookkeeping, stenography (shorthand) and commercial work. Vocational training was aimed at equipping economically challenged adults with the skills to enable them fend for themselves and thus make a living.

In Africa, there are different systems of vocational education available from country to country. Training is provided in both private and public polytechnics, enterprises and apprenticeship training centers. It would seem, however, that in the last ten years, vocational training has shifted from being primarily in polytechnics and vocational schools and it is now being offered as a course in the universities and vocational training centers. In Nigeria, a university degree is no longer a guarantee for employment. Vocational training took a foothold in Nigeria in the last two decades. From that time till now, the number of interested individuals in the training has increased (Mugambi, 2018). Small scale ventures seem to be the order of the day and most of them were started while in pursuit of a university education. Indeed, the Nigerian educational system provides students with the opportunity of learning a skill or craft after their third year in secondary school (Ngige, 2017).

The introduction of such subjects as technical drawing, home economics, food and nutrition, fine arts and computer appreciation into the school curriculum opens students to the world of vocational skills acquisition and thus enables them at an early age to find a skill to which they are well suited. However, most students at this level find these subjects tedious and burdensome and thus display a negative attitude towards these subjects (Ngige, 2017). Meanwhile, at the university level, average undergraduate students have realized that a skill in catering or computer appreciation coupled with a degree from different fields, may just very well be the difference between gaining employment speedily and sitting at home for years. Hence, the increase in vocational skills acquisition among university undergraduates. The probable advantage of undergraduates' vocational skills acquisition in Nigeria, is reflected in the fact that industries and companies require a certain level of competence on the part of the employee. Such skills required for employment in most major companies nowadays include bookkeeping, computer literacy, event management, human resource management, project management and strategy formulation, all of which can be acquired as part of one's undergraduate studies.

Education being a service industry prepares individual in various capacities and areas of operations for effective execution of tasks. It is the process by which specialized knowledge, skills and desirable attitudes are instilled in the learners to enable them face the threatening challenges of life. (Lampard, 2013). Vocational education and training (VET) is known by different names in different parts of the world. The names are vocational and technical education (VTE), technical and vocational education and training (TVET), career and technical education (CTE), apprenticeship training, vocational

education and training (VET), occupational education (OE), professional and vocational education (PVE), further education and training (FET), and Workforce Education (Mathews, Kizzie, Rowley and Corting, 2012).

Skill acquisition can be defined as the form of training by individual 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 duration and under certain conditions. Ochiagha (2019) defined skill acquisition as the process of demonstrating the habit of active thinking or behaviour in a specific activity. He further stated that skill acquisition is seen as the ability to do or perform an activity that is related to some meaningful exercise, work or job. He maintains that for skills to be acquired, appropriate knowledge, attitudes, habits of thought and qualities of character are learnt to enable the beneficiaries develop intellectual, emotional and moral character which prepares him or her for a brighter future. Similarly, Maaji and Hassan (2018) are of the view that skill acquisition is the manifestation of idea and knowledge through training which is geared towards instilling in individuals, the spirit of entrepreneurship needed for meaningful development. They stressed the idea that if individuals are given the opportunity to acquire relevant skills needed for self-sustenance in the economy, it will promote their charisma in any work environment. The further maintains that skill acquisition increases competition and cooperation among people.

Skill acquisition according to Nwankwo, Obeta and Nwogbe (2019) can be said to mean a well-designed procedure of acquiring new ways and methods of carrying out specialized functions. The policy focus of government in Nigeria since the beginning of the fourth republic has been on how people, especially the adults can acquire vocational trainings in order to engage them in gainful activities. According to Ohiagha (2019), between 1986 and 2013, successive administrations in Nigeria had introduced various initiatives such as the National Directorate of Employment (NDE) in 1986, the People's Bank in 1989, the Community Bank in 1990, National Poverty Eradication Programme (NAPEP) in 2001, among others to promote entrepreneurship spirit through the creation of gainful self-employment opportunities

Since Nigeria gained independence, the formal education system laid too much emphasis on ability to read, write and communicate in English at the expense of skills and vocational trainings. Having

recognized the importance of vocational training to a country's development, a new policy on education was introduced in 1977, including vocational subjects in the curriculum of schools as well as setting up of technical colleges where students can acquire skills of different types (Onderi, Ajowi and Malala, 2014). Henceforth, the skills acquisition programme has been one of the most fundamental programmes introduced by the government in Nigeria to empower, develop and engage adult in gainful activities.

A good number of factors have the propensity to influence the decision to engage in a vocational skills acquisition. Among such factors are self-esteem, socio-economic status and even arguably grade point. Self-esteem as generally defined by Adomnik (2012) refers to the individual's perception of his or her own worth or value. It is how the individual perceives himself to be and oftentimes believes that others think of them in this same light. It is akin to self-worth and self-respect. One of the most important human traits to achieve these objectives is self-esteem. Having a strong will and self-confidence, decision-making power and originality, creativity, sanity and mental health is directly related to self-esteem and sense of self-worth. The impact of self-esteem on adult learners' participation in vocational skills empowerment is that when they are motivated by the facilitators and other appropriate authorities, this will influence their participation in the programme. High levels of self-esteem have been repeatedly associated with high levels of positive participation in the vocational skills empowerment programmes (Boden, Fergusson & Horwood, 2008), and low levels have related to depression, hostility, bitterness, disenchantment, and alienation from others against any empowerment programmes (Bos, Huijding, Muris, Vogel, & Biesheuvel, 2010). Self-determination plays series of significant roles in motivating adult learners to participate in vocational skill acquisition. A critical examination of the concept in relation to adult learners and training shows that self-determination fundamentally deals with deliberate attempts aimed at promoting the good performance of adult learners in specified vocational skills training, encouraging them to lay higher premium on education and developing a high level of self- efficacy in their individual capabilities (Adomnik, 2012). Furthermore, direct and genuine mental affiliation with the skill acquisition training programme and futuristic thinking about what the skill acquired can offer in the nearest future might stimulate self-determination, as far as vocational skills training is concerned and also enhance adult learners participation in vocational skill acquisition (Akume, 2019).

Providing better training for the informal sector is a core issue for many developing countries (Ohize and Adamu 2019). In countries where traditional or informal apprenticeships are dominant but mainly confined to traditional crafts, these apprenticeships should be articulated better with the schooling system and the formal sector. They should also be opened up to new technologies and occupational change. This, of course, requires some recognition of informal employment as part of the economic and social reality in many countries. A first option is to bring societal initiatives aimed at improving training closer to the informal sector, family business and local networks. A concrete step could be to encourage informal workers and employers to participate in training activities by providing informal apprentices with some vocational schooling focusing on more general skills and theoretical aspects. Participation in vocational courses for young people and adults working in the informal sector could be increased by giving some incentives to participants and employers, in particular compensating for hours not worked because of training courses.

Achieving the goals of adult learners' participation in vocational skills acquisition in literacy education centers in Ilorin metropolis has not been feasible because most of the centers are not well equipped to translate classroom theory into practice. The low level of adult learners' participation in vocational skills training is due to poor teaching aids, shortage of skilled facilitators who specialized in vocational training and poor facilities such as workshops, laboratories, equipment and tools in most literacy centers. There is shortage of training facilities in these centers and this has led to little or no practical experience on the part of the adult learners in these centers before the completion of their studies. The effect of these is the low level of adult learners' participation in vocational skill acquisition. The problems identified are hinged on limited or dwindling nature of financial allocations to most of the existing literacy centers in Ilorin metropolis.

The study is beneficial to adult learners since the skills acquired through training will probably help them to be self-employed. Also, the study is useful to the facilitators in literacy education centers as they will be well informed on the different skills acquisition strategies that will suit the adult learners' needs. It will expose facilitators in literacy centers to the need of assisting their students through counselling to discover their readiness for self-employment as well as their potentials toward acquiring vocational and entrepreneurial skills. Furthermore, the study is relevant to policy makers and curriculum developers in the education sector as it will help them to review the present educational

policy and curriculum with more emphasis on vocational skills acquisition and entrepreneurship training as core factors in promoting self-employment. It will also equip the various agencies concerned with strategies of curbing unemployment among graduates with information and strategies to be used in discovering the self-employability readiness and increase the potentials of adult learners, as this may awaken their interest towards becoming self-employed and probably guarantee their success when they venture into self-employment. The findings of the study is significant to the adult and development agencies, by equipping them with ideas and knowledge concerning vocational training programmes and better ways of establishing these programmes for their benefits

The appropriate theory for this study is theory of motivation which was propounded by Maslow (1954). Motivation is defined as the process that accounts for an individual's intensity, direction and persistence of effort towards attaining a goal (Page, 2008). According to Tosi, Mero and Rizzo (2000), motivation has both psychological and managerial meaning. The psychological meaning of motivation refers to the internal mental state of a person that relates to the initiation, direction, persistence, intensity and termination of behaviour. The managerial meaning of motivation on the other hand deals with the activity of managers and leaders to induce others in order to produce results desired or outlined by the organization or by the manager which conforms to a relationship between motivation, ability and performance. Motivation of employees in the work place still remains one of the sensitive factors that determine the level of input that employees will put in the organization to be committed to good performance. This means that motivation either intrinsic or extrinsic contribute to employee satisfaction and thus enhances performance and productivity (Bhattacharyya, 2007) and it is expressed by Lawler (2003) that in the twenty-first century, treating people right is not an option but a necessity. This was emphasized by Dreher and Dougherty (2018) that, the way a company manages its workforce determines its ability to establish and maintain a competitive advantage over other companies.

This theory stressed the desires, wants and circumstances which influence the individual in his choice of an occupation. Since individuals differ in personality and in their needs, different people enter into different occupations for different reasons. This also applies that people acquire different vocational skills for different reasons. Maslow's hierarchy is illustrated in terms of a ladder showing from the lower level to the higher level and implied difficulty in moving from one stage to the other. The needs are physiological needs (good food, shelter, security), affiliate needs (love and affection), self-enhancement needs (need for progress and achievement); self-expression needs deal with what an

individual needs to excel and have the awareness of the needs of others, self-actualization needs. All these needs motivate and influence what an individual does in life as well as the value he or she places on things around himself or herself. Maslow believed that man is inherently good and argued that individuals possess a constantly growing drive that has great potential.

The needs hierarchy system, devised by Maslow (1954), is a commonly used scheme for classifying human motives. The implications of this theory to the present study are numerous. For instance, adults will be responding to self-enhancement needs when they consider acquisition of vocational skills alongside formal education. That is, students' motive for learning petty trade or various arts while still in school may not be unconnected with the desire to put themselves at advantages for competition for a few jobs that may be available or to be self-sustained even after their study. Apart from the need for achievement and desire to make progress, the need for self-expression may also spun individuals to do extra thing beyond their conventional activities. An adult would readily salvage whatever ability he or she is endowed with in order to make a difference. All these motives combined together can explain the drives for vocational skills acquisition among adult learners in literacy education centers in Nigeria.

Objectives of the Study

The purpose of this study is to examine motivational variables as determinants of adult learners' participation in vocational skills acquisition in Ilorin Metropolis. Therefore, the study seeks to;

1. Find out the level of adult participation in vocational skills acquisition in Ilorin Metropolis
2. Determine the relationship between motivational variables and adults' participation in vocational skills acquisition in Ilorin Metropolis

For this study, the following question was raised in the study.

What is the level of adults' participation in vocational skills acquisition in Ilorin Metropolis?

Research Hypotheses

HO₁: There is no significant relationship between motivational variables such as self-efficacy, career motivation, achievement motivation, self-determination and adults' participation in vocational skills acquisition in Ilorin Metropolis

Research Method

Research Design

This study adopted a descriptive survey method. Survey was considered appropriate for this study because it involved direct contact with the samples that are relevant to the investigation.

Population

This study covers all registered (12) literacy education centers where vocational training take place in Ilorin metropolis. From these, five (5) centers were selected for the study as the target population.

Sampling Technique

Simple random sampling technique was used to select 40 adult learners from each of the five literacy education centers. Two hundred adult learners participated in the study.

Research Instrument

A researcher designed questionnaire titled Motivational Variables and Participation in Vocational Skills Questionnaire (MVPVSQ) was used to obtain valid information from the respondents. The questionnaire was designed for adult learners in literacy education centers. The questionnaire comprised questions on the self determination of the adult learners on vocational skills acquisition, career motivation and the influence of self-esteem on adult learners' participation in vocational skills acquisition in Ilorin Metropolis, Kwara State, Nigeria.

Validity of Instrument

The validity helped in identifying items in the questionnaires that needed restating and removing those that were not important in the study. In this study, convergent validity was used because it shows how motivation variables such as self-efficacy, career motivation, achievement motivation and self-determination determine adult learners' participation in vocational skill acquisition. Thus, the research instrument was given to the experts in the field of measurement and evaluation to validate. The corrections pointed out were effected in the questionnaire and this helped to enhance face, content and construct validity of the instrument.

Reliability of Instrument

To measure the reliability of the instrument, the researchers adopted test-retest method to ascertain the reliability of the instrument. In this case, seventy copies of the instrument were administered to the adult learners in other two literacy centers which were quite different from the literacy centers used for the study. The test-retest method took place between the intervals of two weeks. The data obtained were analyzed with Pearson Product Moment Correlation Coefficient (PPMC) and the reliability value of 0.85 was obtained. This indicated that the instrument used for the study was reliable

Data Analysis

The data collected through the pilot study was analyzed with Pearson Product Moment Correlation Coefficient, the research question was analyzed with simple percentage while linear multiple regression was used to analyzed the hypotheses raised in the study

Results

The data collected from the respondents and the statistical analysis of the results were presented below:

RQ₁: What is the level of adult learners' participation in vocational skills acquisition in literacy education centers in Ilorin Metropolis.?

Table 1: *Level of adult learners' participation in vocational skills acquisition in literacy education centers in Ilorin Metropolis*

Youths' Participation	Range Score	Frequency	Percentage
High	30 – 40	94	47
Average	21 – 30	68	34
Low	10 – 20	38	19
Total		200	100

As shown in Table 1, out of 200 (100%) adult learners sampled for this study, 94 (47%) of them had high level of participation in vocational skill acquisition; 68 (34%) of the adult learners were of average level of participation in vocational skill acquisition while 38 (19%) of the adult learners were of low level of participation in vocational skill acquisition. This showed that the majority of adult learners in

literacy education centers in Ilorin Metropolis were of high level of participation in vocational skill acquisition.

Hypotheses Testing

The hypotheses generated in this study was analyzed using inferential statistics of a Linear Multiple Regression at 0.05 level of significance.

HO₁: There is no significant relationship between motivational variables and adult learners' participation in vocational skills acquisition in Ilorin Metropolis.

Table 2: *Regression Model Summary of motivational variables (achievement motivation, self-determination, career motivation and Self-efficacy) and adult learners' participation in vocational skills acquisition in Ilorin Metropolis*

Model	R	R-Square	Adjusted R- Square	Std. Error of the Estimate
1	0.176	0.332	0.005	7.429

a. Predictors: (constant), motivational variables

As shown in Table 2, the four independent motivational variables (achievement motivation, self-determination, career motivation and Self-efficacy) jointly contributed the R-Square of 0.332, representing 33.2% to the dependent variable (adult learners' participation in vocational skills acquisition). This implied that motivational variables (achievement motivation, self-determination, career motivation and Self-efficacy) jointly explained 33.2% of the total variance on adult learners' participation in vocational skills acquisition in Ilorin metropolis.

Table 3 showed the statistical correlation among motivational variables (achievement motivation, self-determination, career motivation and Self-efficacy) and adult leaners' participation in vocational skills acquisition.

Table 3: *Regression Analysis of motivational variables on adult learners' participation in vocational skills acquisition in Ilorin metropolis*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	827.664	4	206.916	4.785	.001 ^b
	Residual	8434.920	195	43.256		
	Total	9762.584	199			

a. Dependent Variable: youths' participation in vocational skills acquisition

b. Predictors: (Constant), motivational variables

The model in Table 3 indicates the linear combination of predictor variables (i.e. motivational variables). The F-value is 4.785 with 4 and 195 degrees of freedom at 0.05 critical level of significance. Since the p-value of 0.001 obtained is less than 0.05 level of significance, the null hypothesis is rejected. Thus, the combination of the independent variables significantly correlated the dependent variable ($F_{(4, 195)} = 4.785, p < 0.05$). This implies that there was a significant correlation between motivational variables (achievement motivation, self-determination, career motivation and Self-efficacy) of adult learners and adult learners' participation in vocational skills acquisition.

To determine the contribution of each of the independent variable, Beta Weight was also calculated and the outputs were shown in Table 4.

Table 4: *Relative Contributions of Independent Variables to adult learners' participation in vocational skills acquisition in literacy education centers in Ilorin Metropolis*

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	19.459	1.374		25.399	0.000
Self-efficacy	.071	.007	.141	0.315	0.000
self-determination	.216	.010	.341	0.093	0.022
Career motivation	.319	.021	.367	0.214	0.001
Achievement Motivation	.343	.011	.410	0.108	0.039

a. Dependent Variable: youths' participation in Vocational skills

b. Predictors: (constant), motivational variables

Table 4 shows the relative contributions of each of the independent variables. The table revealed that adult learners' achievement motivation has the highest contribution with Beta weight of 0.410 to the adult learners' participation in Vocational skills acquisition followed by career motivation having 0.367 and self-determination. However, self-efficacy contributed the least to adult learners' participation in vocational skills acquisition. The contributions were presented in the equation below;

$$Y = a + b_1X_1 + b_2X_2 + \dots + b_nX_n$$

Thus, the weight of each independent variable in this study can therefore be substituted in the equation as

$$Y = 19.459 + .343X_1 + .319X_2 + 261X_3 + .071X_4$$

Where;

Constant (a) = (other variables that were not considered in this study but contributed to adult learners' participation in vocational skills acquisition) = 19.459

Achievement motivation (b₁) = 0.343

Career motivation (b₂) = 0.319

Self-determination (b₃) = 0.261

Self-efficacy (b₄) = -0.071.

Discussion of Findings

Findings obtained from this study revealed that adult learners have very high achievement motivation with high level of self-determination and career motivation towards vocational skills acquisition in Ilorin Metropolis. However, adult learners displayed low self-efficacy towards vocational skills acquisition in Ilorin Metropolis. This also corroborates Agodini, Uhl and Novak (2017) who affirmed that being motivated means that a person is activated towards an end. According to these scholars, individuals have different kinds and levels of motivation. The implication of the findings is that the participation of the adult learners in the vocational skill acquisition will have positive impact on their career.

Findings also showed that the majority of adult learners in Ilorin Metropolis have very high level of participation in vocational skill acquisition. As such, adult learners sampled for this study, 94 (47%) of them had high level of participation in vocational skill acquisition; 68 (34%) of the adult learners were of average level of participation in vocational skill acquisition while 38 (19%) of the learners were of low level of participation in vocational skill acquisition. This finding corroborates Sharf, Thompson and Walsh (2019) whose study showed that learners' vocational training centers required huge capital to procure equipment to support learning. He further noted that peoples' negative attitudes towards these centers must be changed and as such they should see these centers as important venue in skills acquisition. Giving an account of his experience in the implementation of educational infrastructure projects in vocational training centers, most of the projects consumed a lot of funds, yet they still remained unattractive to learners as they were associated formal learning. Also, these findings corroborate Lindsey (2013) who observed that many of these centers comprised of people with less

modern and competitive skills that often hardly avail themselves to the learners regularly. The implication of this finding is that if there is an increase in the enrolment of the adult learners in this vocational skill acquisition centers, there will be reduction in poverty among the adults. Thus, there is the need for government to provide funds for the development of these vocational skill centers.

In the same vein, (Okonta, 2020) pointed out that in Nigeria, a university degree is no longer a guarantee for employment. Vocational training took a foothold in Nigeria in the last two decades. From that time till now, the number of interested individuals have increased. Small scale businesses seem to be the order of the day while Ngige (2019) submitted that the Nigerian educational system provides students with the opportunity of learning a skill or craft after their third year in secondary school. Similarly, Akinade (2015) also asserted that empowerment is very crucial in the attainment of development because the transitional period from childhood to adulthood is unquestionably a challenge for many adults and for them to contribute their quota to national development, government must help their transformation in this regard. Olabiyi (2019) also stated that adults in Nigeria need to be nurtured and catered for

Findings revealed that there was a significant correlation between motivational variables (achievement motivation, self-determination, career motivation and Self-efficacy) of adults and adults' participation in vocational skills acquisition. Meanwhile achievement motivation has the highest contribution to the adult learners' participation in vocational skills acquisition followed by career motivation having and self-determination. However, self-efficacy contributed the least to adult learners' participation in vocational skills acquisition. In Ilorin Metropolis, most of the vocational training centers had not been developed as a result of inadequate funding by the government and presence of poorly trained facilitators. This result substantiates Akinwunmi (2020) who submitted that having been greatly devastated by the genocide, the country supplemented the efforts of the international community by embarking on intensive empowerment initiatives through vocational skills development approach, in which funds were massively channeled to cater for the expansion of more chances to accommodate the rising demand for adult vocational training centers.

Conclusion

With respect to the findings of this study, it could be concluded that adult learners were of very high achievement motivation with high level of self-determination and career motivation towards vocational skills acquisition in Ilorin Metropolis while adult learners were of low self-efficacy towards vocational skills acquisition in Ilorin Metropolis. Meanwhile, adult learners in Ilorin Metropolis have very high level of participation in vocational skill acquisition while motivational variables (achievement motivation, self-determination, career motivation and Self-efficacy) significantly influenced youth participation in vocational skills acquisition. However, achievement motivation has the highest contribution to the adult learners' participation in vocational skills acquisition.

The research was carried out in Ilorin Metropolis among the adult learners in vocational skills literacy centers. Thus, this limited the scope of the study to only the adult learners in these centers. The study could have been extended to the youth but as a result of shortage of funds for elaborate research, it was limited to the adult learners in Ilorin Metropolis. It is therefore recommended that further study that future research should on the issue should be extended to the youth in the metropolis.

Recommendations

Based on the findings of this study, the following recommendations were proffered;

1. Adult learners should always be motivated towards enrolling in vocational skills acquisition centers so as to secure their future from the negative effect of unemployment rate in the society
2. Adult learners should endeavor to improve their self-efficacy and confidence to foster their acquisition of vocational skills for the improvement of their economic independence
3. Government should encourage and motivate adults by providing fringe benefits or monthly stipends for adults who enrolled in vocational training centers so as to increase adults' interest in vocational skills
4. Government and non-government organization should create more vocational centers that go in line with the contending world for adults and youth economic self-reliance, this will help them to contribute to the development of the society

References

- Adomnik, J. G. (2012). The Effects of self-determination, identification with school and school climate on middle school students. Aspirations for future Education. Unpublished M.Ed. The University of Alabama, Tuscaloosa, Alabama.
- Agodini, R., Uhl, S., & Novak, T. (2017). Factors that influence participation in secondary vocational education. Washington, DC: Retrieved from ERIC data base(ED ED518742
- Akinade, E. A. (2015). *Dictionary of Guidance and Counselling (Counselling Psychology)*. Ibadan: Olu-Akin Publishers.
- Akume, B.C. (2019). Business Education and Industry: Competencies Required of NCE Business Education Graduates for Effective Performance in the work place. *Business Education Journal* 3(5), 115-122
- Akinwunmi, O. O. (2020). *Entrepreneurship: A pathway of wealth creation*
Retrieved from <http://tribune.com.ng/index/phplopinion/5067-entrepreneurship-a-pathway-towealth-creation>.
- Bhattacharyya, D.K. (2007). Human Resource Research Methods. New Delhi: Oxford University Press
- Boden, J.M., Fergusson, D.M. & Horwood, L.J. (2008). Does adolescent self-esteem predict later life outcomes? A test of the causal role of self-esteem. *Development and Psychopathology*, 20, 319–339.
- Bos, A.E.R., Huijding, J., Muris, P., Vogel, L.R.R., & Biesheuvel, J. (2010). Global, contingent

- and implicit self-esteem and psychopathological symptoms in adolescents. *Personality and Individual Differences*, 48(3), 311- 316.
- Dreher, G.F., & Dougherty, T.W. (2018). Human Resource Strategy: A behavioural perspective for the general manager. Irwin, San Francisco: McGraw-Hill.
- Lampard, S. (2013). TVET and the poor: Challenges and possibilities. *International Journal of Training Research*, 9, 60-71.
- Lawler, E.E. (2003). Treat people right. San Francisco: Jossey-Bass Inc. McGraw- Hill Irwin
- Lindsey, T.B. (2013). “One time for my females”: African-american women empowerment, and popular visual culture. *Journal of African American Studies*, 17, 22-34.
- Ma’aji, S., & Hassan, A. (2018). Assessing the Unemployment Initiative Programmes in Collaboration with Technical Vocational Education and Training (TVET) Institutions in Nigeria. Paper presented at the Proceedings of the 2nd UPI International Conference on Technical and Vocational Education and Training
- Maslow, A.H. (1954). Motivation and Personality. New York, NY: Harper & Row Publishers
- Matthews, J., Kizzie, K., Rowley, S., & Cortina, K. (2012). African Americans and males: Understanding the literacy gap, tracing academic trajectories, and evaluating the role of learning-related skills. *Journal of Educational Psychology*, 102, 757–771.
- Mugambi, G. K. (2018). Performance contracting in Kenyan Secondary Schools. *Prime Journal of Business Administration and Management*, 4(2), 1369-1374
- Ngige, R. A. (2019). Factors affecting acquisition of vocational skills among youth learners in Maranda Division Siaya

County. *Journal of Industrial Teacher Education* 23(2), 17- 28

NPE, (2004) Federal Republic of Nigeria, National Policy on Education 4th edition. Retrieved on <https://>

education.gov.ng/wp retrieved on 12-8- 2022

Nwankwo, F. C., Obeta, I. C., & Nwaogbe, V. N. (2019). Integrating technical and vocational education in youth

empowerment programmes: an approach to nation building and job creation in Nigeria. *Journal of education and practice*, 4(16), 87-90.

Ochiagha, C.C. (2019), theory and practice of career development. Enugu: Snaap Press Limited.

Ohize, E., & Adamu, M. J. (2019). Case study of youth empowerment scheme of Niger State, Nigeria in poverty alleviation.

AU Journal of Technology, 13(1), 47-52.

Okonta,C.E (2020). A closer look at self-esteem, perceived social support, and coping strategy: A prospective study of

depressive symptomatology across the transition to college. *Journal of Social and Clinical Psychology*, 33(6), 560-585.

Olabiya, S. O. (2019). Impact of vocational training on youth empowerment Scheme in enhancing employability skills

towards sustainable economic development in South West, Nigeria. Unpublished paper presented at African Centre for Research and Innovation, international Conference University of Ibadan

Onderi, H., Ajowi, J., & Malala, G. (2014). Restructuring technical and vocational education and training (TVET) for sustainable development in Sub-Saharan Africa. Evans Publishers

Page, L. (2008). Do not show me the money? The growing popularity of non-monetary incentives in the workplace. Available at:<http://www.oppapers.com/essays/Non-moneatry-incentivesworkplaces/155356>.

Rutherford, P. (2015, February). Preparing students for the road ahead. *Techniques*, 90(2), 34-39.

Tosi, H.L., Mero, N.P., & Rizzo, J.R. (2000). *Managing Organizational Behaviour*. Cambridge, Massachusetts: Blackwell Publishers

Sharaf, A.Y., Thompson, E.A., & Walsh, E. (2019). Protective effects of self-esteem and family support on suicide risk behaviors among at- risk adolescents. *Journal of Child & Adolescent Psychiatric Nursing*, 22(3), 160–168.

Wang, X. (2013). Why students choose STEM majors: Motivation, high school learning, and postsecondary context of support. *American Educational Research Journal*. 50 (5), 1081-1121