

Comparative Analysis of Influence of Some Socio-economic Variables on Vocational Skills Acquisition Programmes for Adult Learners in South-South, Nigeria

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ABSTRACT Non-formal vocational skills acquisition training has recently been identified as an effective strategy for poverty reduction in developing economies (Akanji 2008). Relating these training programmes to the situational contexts of beneficiaries has been problematic. Using the survey design, the study, therefore, investigated the influence of some socio-economic factors on vocational skill acquisition training of adult learners in selected agencies in South-South, Nigeria. The result showed significant joint contribution of social factors $F(3, 984) = 48.458$; $p < 0.05$ and economic factors $F(3, 984) = 56.778$; $p < 0.05$ on the indices of vocational skills acquisition and well-being of participants. Independent variables jointly accounted for $F(8, 246) = 486.516$; $p < 0.05$. Literacy ($\hat{\alpha} = .435$; $t = 21.341$; $p < 0.05$); Gender ($\hat{\alpha} = .230$; $t = 11.869$; $p < 0.05$); employment status ($\hat{\alpha} = .434$; $t = 14.927$; $p < 0.05$); occupational types ($\hat{\alpha} = .175$; $t = 8.796$; $p < 0.05$); poverty level ($\hat{\alpha} = .305$; $t = 14.867$; $p < 0.05$); language ($\hat{\alpha} = .298$; $t = 15.895$; $p < 0.05$); relatively contributed to indices of vocational skills acquisition training. It was recommended that intervention programmes should always be designed based on the socio-economic contexts of beneficiary target groups to capture their needs.