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## Identification of Vocational Training Needs of the Youths as a Strategy for Human Capital Development

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**ABSTRACT:** *The paper identified the vocational training needs of the youths, exploring their demographic possibilities that could influence their choice of vocational training. This becomes important since investment in the youths in terms of empowerment through their preferred vocational training could be an invaluable approach to enhancing the human capital development. The study employed a correlation research design. The participants of the study (N=2,520) were youths drawn from Anambra State using Purposive sampling technique. Data collected were analyzed using mean and standard deviation, bivariate correlation, t-test, chi-square and multiple regression. Findings from the study revealed that vocational training areas in artisan, agriculture, production/service and technical/technology such as; up-cycling and recycling, aquaculture, sales and marketing services, internet and digital services, among others, were identified as vocational training needs of the youths in Anambra State. Findings from multiple regression analysis revealed a significant association between education qualification and production/service training, among others. Based on the findings of the study, it was recommended that the vocational training needs identified by the youths should be revived and made accessible by the government in collaboration with philanthropists and experienced successful entrepreneurs so as to ensure that there is unrestricted access to any preferred vocational training chosen by any youth.*

**KEYWORDS:** age, education qualification, gender, human capital development, unemployed youths, vocational training needs, youths.

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### INTRODUCTION

Creating opportunities for employment is a central interest of the government and the governed in any nation. There is no doubt that too many young people have difficulty in finding jobs that

provide satisfactory livelihood in the country, Nigeria. This brings about increase in the rate of unemployment of the youths in the Nation and in the States, including Anambra State. Youths are people who have passed childhood stage and have grown into adulthood (Obidile & Uzoekwe, 2018) and should therefore be able to cater for their needs. They can be engaged meaningfully, with one form of craft/trade/profession to make ends meet, but when not engaged, they become unemployed. Unemployed youths are fully grown males and females who can work but have no gainful employment. Youth unemployment has consistently increased from an average of 23.6% in 2016 to over 33% in 2022 (ILO, 2022) and if not controlled could drag the nation into uncontrollable problems.

Currently, the nation is gradually witnessing youth restiveness and social vices such as robbery, stealing, prostitution, raping, drug addiction, kidnaping (Uddin, P. & Uddin, O., 2013; Olaleye, 2019; Onyekwere, 2021), as a result of unemployment of the youths. Targeted unemployed youths in this study are youths from 13-48 years of age in Anambra State. The State has varying professions which their youths could be engaged in, but due to limited chances which make it difficult to absorb most youths in those professions, hence, generating jobs for the future generation becomes a very big challenge for the government. It therefore becomes pertinent that the vocational training which usually guarantees instant employment should be employed. Vocational Training is designed to prepare individuals for a vocation or a specialized occupation. It is directly linked with the nation's productivity and competitiveness (European Centre for the Development of Vocational Training, 2011). Marope, Chakroun and Holmes (2015) described Vocational Education and Training (VET) as the learning pathways which aims to equip people with knowledge know-how, skills and/or competencies required in particular occupations or more broadly in the labour market for jobs of today and tomorrow. Vocational training in the context of this study refers to the training (manual or electronic) designed systematically to enable individuals acquire knowledge and skills for jobs that are related to specific trades, occupations or vocations. The training should help the recipients to acquire the competencies needed to become economically productive and self-reliant. Studies by some scholars showed that effective vocational training could reduce unemployment and enhance human capital development (Biavaschi et al., 2012; Zimmermann et al., 2013); Maduka, 2015; Obidile, 2018).

Human capital development refers to the process of acquiring and increasing the number of persons who have the skills, education and experience that are critical for economic growth and development of a country (Okojie, 2005). It is the process of improving the capacity and performance of individuals in the society to enhance the economic growth of the nation. The significance and relevance of human capital development in the achievement of meaningful and sustainable economic growth and development have been widely acknowledged by various scholars (Kolawole, Olanipekun, Sokunbi & Aderemi, 2022). Undoubtedly, any nation that is unable to develop the skills of its workforce and utilize them effectively, to enhance their national economy and development, might not drive sustainable economic growth and development. It is therefore imperative that Nigerian youths should be made to contribute their quota to the economic growth and development of the country by the acquisition of productive skills through vocational training. However, the clarity about the level of demand of these

vocational training and the demographic possibilities that could influence the choice of vocational training of the youths are of utmost concern to this study.

### **Statement of the Problem**

Developing the competencies of the youths is a key to human capital development and the nation's progress. This competency development could be achieved through vocational training which unarguably has been ascertained to be effective by some scholars. Having observed some indications of change towards the demand of vocational training and the impact of preferred vocational training on its recipients, it becomes important to ascertain the youths' vocational training needs (with regards to their demographic implications) for smooth transition into the labour world.

### **Study Rationale**

Findings of the study could be beneficial to the youths, the government and the entire society, as they would provide the reliable empirical data of the youths' vocational training needs for urgent inclusion and proper implementation by the concerned stakeholders. Furthermore, the findings could help the government to develop a reliable plan on how to get the unemployed youths to contribute their quota to the economic development of the State and the nation at large. Finally, the findings of the study could be beneficial to the future researchers as they could serve as reference material to a similar study.

### **Research Objectives**

The study explored the level of choice of vocational training (artisanship, agriculture, production/service and technical/technology) of the youths and its association with their demographics. Hence, the following research questions were formulated for the study;

1. What are the youths' level of choice of vocational training (artisanship, agriculture, production/service and technical/technology)?
2. What is the correlation between the youths' gender and their choice of vocational training?
3. What is the correlation between the youths' age and their choice of vocational training?
4. What is the correlation between the youths' education qualification and their choice of vocational training?
5. What is the correlation between the youths' demographics (gender, age, education qualification) and their choice of vocational training (artisanship, agriculture, production/service, technical/technology)?

### **Theoretical Framework and Formulation of Hypotheses**

The Empowerment theory forms the theoretical foundation of this study. The theory was propounded by Julian Rappaport in 1981. The theory hinges on empowering individuals and communities to unlock their personal and interpersonal resources to better their lives. Rappaport maintained that empowerment should be the primary focus of the community struggle. He believes that empowerment is about helping people to come out of their pitiable state. This connotes the use of necessary empowerment interventions to enact change and pave the way for the better future of the unemployed youths. The empowerment interventions could provide opportunities for participants to develop knowledge and skills to solve problems, and

become productive and responsive individuals in the society. According to Ledford and Lucas (2013), creating and implementing programs with regards to skill development could enhance youths' entrepreneurial skills and motivate them to effectively apply the skills and knowledge so acquired, to become positive agents of change in their communities and country at large. It therefore behooves on stakeholders to empower the youths through their preferred vocational training, in order to engage them in productive services that could better their lives. However, their choice of the vocational training may or may not be influenced by their gender, education qualification or age.

Gender as one of the variables of the study, could influence the vocational training needs of the youths. Gender issues in career choice focus on men and women vocational career and their access to productive activities and opportunities for self-reliance. Despite the cultural norms and the activity of assigning women the responsibilities of their homes, families and less difficult jobs, there are some indications of change towards males and females career preferences (Gokuladas, 2010). Females consider both male and female dominated jobs while males only consider male dominated jobs (Yavorsky & Dili, 2019). However, some researchers such as; Harren, Kass, Tinsley and Moreland (1978), reported no significant difference in the career choice of male and female adolescents. Hence, the present study proposed that the choice of vocational training needs of the respondents may vary as a result of their gender. Thus;  
H1. There is a significant association between the youths' gender and their choice of vocational training.

Education qualification could influence the choice of vocational training of the youths, due to the expectation of status and other returns. Education plays a key part on how people make their career choices (Eriksson, Högdin & Isaksson, 2018). Educated individuals could have different career goals due to increase exposure to professional opportunities. The quality of their decision making is expected to be increased along with their education level because of gathering of more information and acquiring the art of decision making (Latif, Aziz & Ahmed, 2016). It is therefore expected that the choice of vocational training needs of the respondents may vary as a result of their education qualification. Thus;

H2. There is a significant association between the youths' education qualifications and their choice of vocational training.

Age of the youths seems to have implication for their choice of career. Researchers have revealed that age-related data are crucial, since the construct is useful in providing an index for the development of career interventions (Patton & Creed, 2001). According to the authors, age-related data help to know the type of intervention programmes to be provided for people of different age groups. This entails that age could influence the career choice. Nevertheless, there are controversial findings about age and career decision making (Akpochofo, 2021). For example, the findings of Joseph and Olu (2017), revealed that there was no significant difference in the choice of career of adolescents as a result of age. Conversely, the findings of Migunde, Othuon and Mbagaya (2015) revealed that age was a crucial variable that had a significant impact on the choice of career of the respondents. There is therefore need for more

studies on the influence of age on career choice. Hence, the present study proposes that age could influence the choice of vocational training of the youths. Thus;

H3. There is a significant association between the youths' age and their choice of vocational training.

Finally, in order to ascertain the interaction effect of the variables, Hypothesis four was formulated thus;

H4. There is a significant association between the youths' demographics (gender, age, education qualification) and their choice of vocational training (artisanship, agriculture, production/service, technical/technology).

## **LITERATURE REVIEW**

The United Nations Educational Scientific and Cultural Organization UNESCO, (2015) defined youth as a time of evolution from the dependence of childhood to the independence of adulthood. It is also described as a period of life between childhood and adulthood (Obidile & Uzoekwe, 2018). Youths in this study are males and females who are between the ages of 13-48 years old. Their potentials should be harnessed to boost the nation's economy. They could generate and develop ideas, learn, practice and establish profit oriented activities/businesses if supported, with the resources and training that would prepare them for the purpose. They should therefore be encouraged to develop skills and be gainfully engaged, so as to use their energy, innate abilities and competencies to contribute their quota to the economic development of the nation. But, the reality remains that so many youths are roaming about the street unemployed. International Labour Organization (2022) revealed that youth unemployment has consistently increased from an average of 23.6% in 2016 to over 33% in 2022.

Unemployment according to Nnatu (2017) is a situation whereby able bodied people willing to work, find it difficult to secure jobs. It is also referred to as the situation where people who are able and willing to work could not find jobs (National Bureau of Statistics, 2020). Youth unemployment therefore, is a situation where able-bodied people who are capable and willing to work, could not secure or create jobs. This situation could be as a result of lack of possession of requisite skills needed to secure the existing jobs, or non-commitment to the already existing craft/trade as a result of non-inclusion of their desired crafts/trade. It is therefore imperative that youths should be involved to ascertain their vocational training needs for smooth transition into the labour world.

Although government has put in place several measures to curb the unemployment rate in the nation, such as; Small and Medium Enterprises Equity Investment Scheme (SMEEIS), Subsidy Reinvestment and Empowerment Programme (SURE-P), the Youth Enterprise With Innovation in Nigeria (YOU-WIN), National Poverty Eradication Programme (NAPEP), Small and Medium Enterprises Development Agency of Nigeria (SMEDAN), National Economic Empowerment and Development Strategy (NEEDS), Graduate Internship Scheme (GIS), Nigerian Youth Employment Action Plan (NIYEAP), N-Power Programme, Youth

Empowerment in Agriculture Programme, among others (Agwu, 2019; Lamidi & Igbokwe, 2021), some of these programmes recorded some level of success while some others did not. Their objectives seem not to be satisfactorily achieved as most of these programmes seem to lack effective and efficient structure, well-articulated plan and proper implementation. This is observed as a significant percentage of the youths is still unemployed. Unemployed youths are usually in vulnerable position because of their state of joblessness. They are usually engaged in anti-social, anti-economic, anti-political, violent, illegal and criminal activities. This was confirmed by Okojie (2003) who stated that youths got involved one way or the other in criminal activities as a result of unemployment. The alarming state of youth unemployment and its consequences in the nation has attracted the interest of different scholars like; Adebayo (1999); Awogbenle and Iwuamadi (2010); Ezie (2012); Yarima (2014); Nwogwugwu and Irechukwu (2015); Onwuka, Ugwu, Chukwuma & Chijioke (2015); Onyekwere (2021); Obiefuna and Obidile (2022), among others, who found that youth unemployment could be minimized through a planned, purposeful, collaborated, committed and dedicated skill (vocational) training.

Despite the extant literature on the roles of vocational training to economic development of individuals and the nation (Doma, Bappah & Abubakar, 2020) and the determinants of factors affecting vocational choices of the youths (Kazi & Akhlaq, 2017). To our knowledge, there is a paucity of empirical evidence that brings insight into the vocational training needs of the youths especially with regards to their demographics. This study therefore intends to advance the literature and help the government address more concerns emerging from youth unemployment.

## **METHOD**

The participants (N= 2,520) of the study were youths, selected from Anambra State. Purposive sampling technique was used for the study. The selection criteria for the study were based upon two factors: (a) the respondent must be an unemployed youth of between 13-48 years old; (b) the respondents were given option of refusal to participate if not willing to do so. Through this process, the youths who were used, willingly participated in the study. The youths were drawn from the 21LGAs of the State. One hundred and twenty youths between the ages of 13-48 years who met the criteria were randomly selected from each of the 21LGAs of the State. For ethical practices, approval was obtained from the youths' coordinator in the State, and participants gave their informed consent to embark on the study. Participants were also assured of anonymity and confidentiality, as only their demographic details such as gender, age and education qualification were requested. Ethical practices that apply to this study such as the participant's identity and other rights were not violated (c.f. American Psychology Association, APA, 2010).

The questionnaire used was adapted from the career items of Bello, Danjuma and Adamu (2007) with some modifications. It has section A and B. Section A contains the youths' demographic variables (gender, age and education qualification) and section B contains 67 items on vocational training needs grouped into B1(Artisan, 13 items), B2(Agriculture, 17

items), B3(Production/service training, 22 items) and B4(Technical/technology training, 15 items). The scoring of the items was based on four point Likert scale 1 - 4: Low = 1 – 1.99; Moderate = 2 – 2.99; High =  $\geq 3$ . The adapted questionnaire items were modified and reviewed by the researchers and presented to five experts who validated the instrument. Their inputs were used to modify the instrument as some items were removed and some replaced. A pilot study was conducted using 50 youths who were not part of the population to pre-test the instrument. Data collected from the pilot study were subjected to a reliability test and a reliability coefficient of 0.82 was obtained using Cronbach alpha's method. In the correlation model, gender was coded as: 1 for males and 2 for females; Age was coded as 1 for 13 – 21 years; 2 for 22 – 30 years; 3 for 31 – 39 years; 4 for  $\geq 40$  years; Level of education was coded as primary = 1; secondary = 2; OND/NCE = 3; tertiary = 4.

Copies of the questionnaire were administered to the selected youths by the researchers with the help of twenty-one research assistants (one research assistant was chosen from each of the 21LGAs in the State). The researchers briefed the research assistants on how to administer the questionnaire. On the spot method of administration was used to ensure high retrieval rate. However, youths who were unable to complete the questionnaire at the point of administration were allowed to return them within one week to their representative (research assistant). Out of the 2,520 copies of the questionnaire distributed, 1,818 copies were duly filled and used for data analysis. The process lasted for three months.

Data collected were analyzed using mean, standard deviation, bivariate correlation, chi-square and multiple linear regression statistics. Mean, standard deviation and bivariate correlation were used to answer the research questions, while chi-square and multiple linear regression were used to test the hypotheses at 0.05 level of significance. Mean and standard deviation were used to answer research question 1, while frequency distribution was used to answer research questions 2, 3 and 4, and chi-square test of association was used to test hypotheses 1, 2 and 3. Furthermore, bivariate correlation was used to answer research question 5 and multivariate regression was used to test hypothesis 4. The criteria for establishing a positive or negative correlation was based on Gay, Mills and Airasian (2011) which asserted that r values ranging between -0.35 to +0.35 depict weak/no correlation; between +0.35 to +0.65 or -0.35 to -0.65 depict moderate correlation; and between +0.65 to 1.00 or -0.65 to -1.00 depict strong correlation. Grading of mean score using Likert scale 1 - 4: Low = 1 – 1.99; Moderate = 2 – 2.99; High =  $\geq 3$ . Data analysis was performed using SPSS version 25.0. Statistical significance was set at  $p < 0.05$ .

## FINDINGS

**Research Question 1:** What are the youths' level of choice of vocational training (artisan, agriculture, production/service and technical/technology)?

**Table 1.** The ranking, mean score and standard deviation of the respondents' level of choice of artisan training areas

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Ranking	Artisan Training Area	Mean Score	Standard Deviation	Remark
1	Up-cycling and Recycling	2.83	1.09	Moderate
2	Building construction	2.61	0.60	Moderate
3	Water drilling	2.50	0.64	Moderate
4	Plumbing	2.44	0.64	Moderate
5	Business and technical assistance	2.28	0.97	Moderate
6	Furniture making	2.09	1.11	Moderate
7	Painting	2.04	0.69	Moderate
8	Tiling	2.02	1.26	Moderate
9	Black smithing	1.97	0.99	Low
10	Pottery	1.97	1.22	Low
11	Brick laying	1.75	0.86	Low
12	Welding	1.57	0.95	Low
13	Sewage disposal and treatment services	1.54	0.87	Low
<b>Overall</b>		<b>2.13</b>	<b>0.28</b>	<b>Moderate</b>

Data in Table 1 indicate that up-cycling and recycling ranks highest with a mean score of 2.83 as the most wanted area of artisan training by the participants, while sewage disposal and treatment services ranks the least wanted area of artisan training with a mean score of 1.54. Eight items of the artisan training areas elicited moderate level of interest with the mean scores ranging from 2.02 – 2.83, while five items elicited low level of interest from the participants with the mean scores ranging from 1.54-1.97. Overall, the artisan area of vocational training elicited a moderate level of interest with a mean score of 2.13 from the participants.

**Table 2.** The ranking, mean score and standard deviation of the respondents' level of choice of agricultural training areas

Ranking	Agricultural Training Area	Mean Score	Standard Deviation	Remark
1	Aquaculture	3.26	1.06	High
2	Processing of agricultural products	3.06	1.27	High
3	Mechanized farming	2.84	0.53	Moderate
4	Animal husbandry	2.82	1.02	Moderate
5	Apiculture (Bee keeping)	2.52	0.83	Moderate
6	Packaging and marketing of agricultural products	2.46	0.95	Moderate
7	Hydroponics	2.44	0.62	Moderate
8	Ecotourism	2.41	0.97	Moderate
9	Forestry	2.34	0.69	Moderate
10	Eco-farming	2.32	1.17	Moderate
11	Poultry	2.31	0.96	Moderate
12	Sericulture (Silk farming)	2.29	0.55	Moderate
13	Horticulture	2.29	1.04	Moderate
14	Application of industrial chemicals, chemical fertilizers and pest control	2.28	1.37	Moderate
15	Production of industrial chemicals, chemical fertilizers, wood ash, limestone and pest control	2.23	0.89	Moderate



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16	Heliciculture (Snail farming)	1.93	1.01	Low
17	Wildlife management and conservation	1.43	0.82	Low
<b>Overall</b>		<b>2.58</b>	<b>0.24</b>	<b>Moderate</b>

Data in Table 2 indicate that Aquaculture ranks highest with a mean score of 3.26 as the most wanted area of agricultural training by the respondents, while, wild life management and conservation ranks the least wanted with a mean score of 1.43. Two items of the agricultural training areas elicited high interest level with the mean scores of 3.06 and 3.26 respectively, and thirteen items elicited moderate interest level with the mean scores ranging from 2.23 – 2.84 while two of the items elicited low interest level with the mean scores of 1.43 and 1.93 respectively. Overall, the agricultural area of vocational training elicited a moderate level of interest with a mean score of 2.58 from the participants.

**Table 3.** The ranking, mean score and standard deviation of the respondents' level of choice of production/service training areas

Ranking	Production/Service Training Area	Mean Score	Standard Deviation	Remark
1	Sales and marketing services	3.69	0.98	High
2	Rental services	3.53	1.17	High
3	Entertainment services	3.47	1.14	High
4	Soap, Cream, perfume and detergent production	2.86	1.14	Moderate
5	Event planning	2.76	0.74	Moderate
6	Shoe making	2.69	0.98	Moderate
7	Hair dressing salon	2.66	0.78	Moderate
8	Wig making	2.65	0.91	Moderate
9	Embroidery	2.57	1.06	Moderate
10	Laundry services	2.57	0.63	Moderate
11	Credit thrift services	2.55	1.08	Moderate
12	Automotive services	2.45	0.96	Moderate
13	Baking	2.45	0.65	Moderate
14	Tailoring	2.44	1.03	Moderate
15	Film making	2.44	0.67	Moderate
16	Makeup artistry	2.38	0.71	Moderate
17	Barbing salon	2.37	0.70	Moderate
18	Printing and publishing services	2.35	1.32	Moderate
19	Video Coverage	2.30	0.76	Moderate
20	Photography	2.26	0.84	Moderate
21	Catering services	2.10	0.82	Moderate
22	Sculpture making/services	1.72	0.99	Low
<b>Overall</b>		<b>2.60</b>	<b>0.24</b>	<b>Moderate</b>

Table 3 shows that sales and marketing services ranks highest with a mean score of 3.69 as the most wanted area of production/service training by the participants, while Sculpture making/services ranks the least wanted with a mean score of 1.72. Three items elicited high

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level of interest with the mean scores ranging from 3.47- 3.69 and eighteen items elicited moderate level of interest with the mean scores ranging from 2.10 – 2.86. Overall, the production/service area of vocational training elicited a moderate level of interest with a mean score of 2.60 from the participants.

**Table 4.** The ranking, mean score and standard deviation of the respondents' level of choice of technical/technology training areas

Ranking	Technical/Technology Training Areas	Mean Score	Standard Deviation	Rating of Interest
1	Internet/Digital services	3.30	0.83	High
2	Computer maintenance services	3.00	1.33	High
3	Automobile services	2.97	0.65	Moderate
4	Communication network services	2.72	0.91	Moderate
5	Electrical installation and maintenance	2.65	1.31	Moderate
6	Hardware installation and maintenance	2.63	0.82	Moderate
7	Graphic designing	2.62	1.00	Moderate
8	Electronic repair	2.55	0.89	Moderate
9	Cyber security services	2.52	1.05	Moderate
10	Software installation and maintenance	2.48	0.91	Moderate
11	Computer operation	2.46	0.69	Moderate
12	Media management	2.46	1.20	Moderate
13	Automobile and diesel repair	2.39	0.88	Moderate
14	Web development and maintenance	2.24	1.01	Moderate
15	Plant operation and maintenance	2.16	1.18	Moderate
<b>Overall</b>		<b>2.61</b>	<b>0.24</b>	<b>Moderate</b>

Data in Table 4 reveal that internet/digital services ranks highest with a mean score of 3.30 as the most wanted training area by the participants, while, plant operation and maintenance ranks the least wanted with a mean score of 2.16. Two items of the technical/technology training areas elicited high level of interest with the mean scores ranging from 3.00-3.30 and thirteen items elicited moderate interest with the mean scores ranging from 2.16-2.97. Overall, the technical/technology area of vocational training elicited a moderate level of interest with a mean score of 2.61 from the participants.

**Research Question 2:** What is the correlation between the youths' gender and their choice of vocational training?

**Hypothesis 1:** There is a significant association between the youths' gender and their choice of vocational training.

Table 5. Percentage, frequency distribution and chi-square test of association of participants' choice of vocational training according to their gender

Vocational Training Area	Gender	Rating of Interest in Vocational Training Area			Total	X <sup>2</sup>	P
		Low	Moderate	High			
Artisan Training	Males	372 (53.5)	576 (52.7)	8 (27.6)	956 (52.6)	2.06	0.312
	Females	323 (46.5)	518 (47.3)	21(72.4)	862 (47.4)		
		695 (100)	1094(100)	29 (100)	1818(100)		
Agricultural Training	Males	6 (46.2)	913 (52.7)	36(47.2)	955 (52.5)	0.42	0.808
	Females	7 (53.8)	818 (47.3)	38(52.8)	863 (47.5)		
		13 (100)	1731(100)	74 (100)	1818(100)		
Production/Service Training	Males	41 (60.3)	899 (52.1)	16 (64)	956 (52.6)	3.08	0.214
	Females	27 (39.7)	826 (47.9)	9 (36)	862 (47.4)		
		68 (100)	1725(100)	25 (100)	1818(100)		
Technical/Technology Training	Males	6 (46.2)	913 (52.7)	36(47.2)	955 (52.5)	0.42	0.808
	Females	7 (53.8)	818 (47.3)	38(52.8)	863 (47.5)		
		13 (100)	1731(100)	74 (100)	1818(100)		

Data in Table 5 reveal that the percentage of male participants who indicated moderate level of interest appears to be consistently higher compared with females participants across vocational training areas. Chi-square test of association indicates no significant association between participants' gender and their choice of artisan training ( $p = 0.312$ ), agricultural training ( $p = 0.808$ ), production/service training ( $p = 0.214$ ), and technical/technology training ( $p = 0.808$ ) respectively. Therefore, the null hypothesis is rejected. Hence, there is no significant association between the youths' gender and their choice of vocational training.

**Research Question 3:** What is the correlation between the youths' age and their choice of vocational training?

**Hypothesis 2:** There is a significant association between the youths' age and their choice of vocational training.

Table 6. Percentage, frequency distribution and chi-square test of association of participants' choice of vocational training according to their age

Vocational Training Area	Age Group (Years)	Rating of Interest in Vocational Training Area			Total	X <sup>2</sup>	P
		Low	Moderate	High			
Artisan Training	13-21	16 (23.5)	320 (18.6)	3 (12)	339 (18.6)	7.95	0.241
	22-30	477 (68.6)	1175(68.1)	22 (88)	1241(68.3)		
	31-39	5 (7.4)	186 (10.8)	0 (0)	191 (10.5)		
	40-48	3 (4.4)	44 (2.6)	0 (0)	49 (2.7)		
Total		68	1725	25	1818		
Agricultural Training	13-21	5 (38.5)	324 (18.7)	10 (13.5)	339 (18.6)	7.01	0.320
	22-30	6 (46.2)	1183(68.3)	50 (67.6)	1239(68.2)		
	31-39	1 (7.7)	181 (10.5)	9 (12.2)	191 (10.5)		
	40-48	1 (7.7)	43 (2.5)	5 (6.7)	49 (2.7)		
Total		13	1731	74	1818		
Production/Service Training	13-21	130 (18.7)	199 (18.2)	10 (34.5)	339 (18.6)	3.39	0.037
	22-30	44 (64.7)	751 (68.6)	13 (44.8)	1241(68.3)		
	31-39	72 (10.4)	116 (10.6)	3 (10.3)	191 (10.5)		
	40-48	16 (2.3)	28 (2.6)	3	47 (2.6)		
Total		695	1094	29	1818		
Technical/Technology Training	13-21	5 (38.5)	324 (18.7)	10 (13.5)	339 (18.6)	7.01	0.320
	22-30	6 (46.2)	1183(68.3)	50 (67.6)	1239(68.2)		
	31-39	1 (7.7)	181 (10.5)	9 (12.2)	191 (10.5)		
	40-48	1 (7.7)	43 (2.5)	5 (6.7)	47 (2.6)		
Total		13	1731	74	1818		

Data in Table 6 reveal that the percentage of participants aged between 22-30 years in all vocational areas, appears to be consistently higher when compared with other age groups. Chi-square test of association indicates a significant association between participants' age and their choice of production/service training ( $p = 0.037$ ). However, there was no significant association between participants' age and their choice of artisan training ( $p = 0.241$ ), agricultural training ( $p = 0.320$ ) and technical/technology training ( $p = 0.320$ ). Hence, the null hypothesis is only accepted for production/service training but rejected in other areas. Thus, there is no significant association between the youths' age and their choice of training in artisan, agriculture and technical/technology.

**Research Question 4:** What is the correlation between the youths' education qualification and their choice of vocational training?

**Hypothesis 3:** There is a significant association between the youths' education qualification and their choice of vocational training.

Table 7. Percentage, frequency distribution and chi-square test of association of participants' choice of vocational training according to their education qualification

Vocational Training Area	Level of Education	Rating of Interest in Vocational Training Area			Total	X <sup>2</sup>	P
		Low	Moderate	High			
Artisan Training	Primary	14 (2.0)	25 (2.3)	0 (0)	39 (2.1)	5.60	0.20
	Secondary	63 (9.1)	113 (10.3)	0 (0)	176 (9.7)		
	OND/NCE	12 (1.7)	16 (1.5)	1 (3.4)	29 (1.6)		
	Tertiary	606(87.)	940 (85.9)	28(96.6)	1574(86.6)		
Total		695	1094	29	1818		
Agric Training	Primary	0 (0)	39 (2.3)	0 (0)	39 (2.1)	6.01	0.29
	Secondary	1 (7.7)	165 (9.5)	10(13.5)	176 (9.7)		
	OND/NCE	2 (15.4)	27 (1.6)	2(2.7)	31 (1.7)		
	Tertiary	10 (76.9)	1500(86.7)	62(83.8)	1572(86.5)		
Total		13	1731	74	1818		
Production/Service Training	Primary	3 (4.4)	36 (2.1)	0 (0)	39 (2.1)	3.19	0.01
	Secondary	13 (19.1)	163 (9.4)	0 (0)	176 (9.7)		
	OND/NCE	1 (1.5)	28 (1.6)	0 (0)	29 (1.6)		
	Tertiary	51 (75.0)	1498(86.8)	25 (100)	1574(86.6)		
Total		68	1725	25	1818		
Technical/Technology Training	Primary	0 (0)	39 (2.3)	0 (0)	39 (2.1)	6.21	0.27
	Secondary	1 (7.7)	165 (9.5)	10(13.5)	176 (9.7)		
	OND/NCE	2 (15.4)	27 (1.6)	2(2.7)	31 (1.7)		
	Tertiary	10 (76.9)	1500(86.7)	62(83.8)	1572(86.5)		
Total		13	1731	74	1818		

Data in Table 7 reveal that the percentage ratings of participants who attended tertiary education appear to be consistently higher when compared with other levels of education, across all vocational training areas. Chi-square test of association indicates no significant association between participants' education qualification and their choice of artisan training ( $p = 0.20$ ), agricultural training ( $p = 0.29$ ) and technical/technology training ( $p = 0.27$ ). However, there was significant association between education qualification and production/service training ( $p = 0.01$ ). Hence, the null hypothesis is rejected in all areas except production/service training. Thus, there is no significant association between the youths' education qualification and their choice of training in artisan, agriculture and technical/technology.

**Research Question 5:** What is the correlation between the youths' demographics (gender, age, education qualification) and their choice of vocational training?

**Hypothesis 4:** There is a significant association between the youths' demographics and their choice of vocational training.

Table 8. Bivariate Correlations among the Variables

Variables	1	2	3	4	5	6	7
1. Gender	1						
2. Age	-0.007	1					
3. Edu qualification	-0.025	0.472*	1				
4. Artisan	0.016	-0.005	-0.023	1			
5. Agricultural training	-0.003	0.001	-0.038	-0.011	1		
6. Production/service	0.009	-0.017	0.118**	-0.349**	0.115**	1	
7. Technical/technolog y	-0.003	0.001	-0.037	-0.011	0.998**	0.115* *	1

Note: \*\* $p < 0.001$

Table 8 shows the bivariate correlation between gender, age and educational qualification, and mean scores of participants' interest in vocational training areas. The Table reveals no significant correlation between gender and artisan training ( $r = 0.016$ ), agricultural training ( $r = -0.003$ ), production/ service training ( $r = 0.009$ ) and technical/technology training ( $r = -0.003$ ) respectively. The Table also reveals no significant correlation between age and artisan training ( $r = -0.005$ ), agricultural training ( $r = 0.001$ ), production/ service training ( $r = -0.017$ ) and technical/technology training ( $r = 0.001$ ). The Table further reveals no significant correlation between education qualification and artisan training ( $r = -0.023$ ), agricultural training ( $r = -0.038$ ), as well as technical/technology training ( $r = -0.037$ ). But, reveals a significant correlation between education qualification and production/ service training ( $r = 0.118$ ). Hence, the null hypothesis is rejected in all areas except education qualification and production/service training. Furthermore, findings from the Table (considering the vocational training areas) reveal, a negative correlation between artisan training and production/service training ( $r = -0.349$ ;  $p < 0.001$ ) and significant positive correlation between agricultural training and production ( $r = 0.115$ ;  $p < 0.001$ ); as well as agricultural training and technical/technology training ( $r = 0.998$ ;  $p < 0.001$ ). Finally, the Table also reveals a significant positive correlation between production/service training and technical/technology training ( $r = 0.115$ ;  $p < 0.001$ ).

Table 9: Summary of Multiple Regression Estimates for Demographic and Vocational Training areas

Vocational Training	Gender			Age			Education Qualification			Model Summary		
	B	T	P	B	T	P	B	T	P	R <sup>2</sup>	F	P
Artisan	0.021	0.89	0.372	-0.003	-0.10	0.921	-0.010	-0.40	0.688	0.001	0.355	0.785
Agriculture	-0.007	-0.30	0.764	0.027	1.05	0.294	-0.050	-1.93	0.054	0.003	1.29	0.276
Pro/Services	0.009	0.37	0.707	-0.044	-1.71	0.087	0.075	2.91	0.004	0.005	2.95	0.031

The results of Table 9 reveal no significant joint association among the youths' demographics and artisan training ( $F = 0.355$ ,  $R^2 = 0.001$ ,  $p = 0.785$ ). Individually, the Table also shows no

significant association between gender ( $p = 0.372$ ); age ( $p = 0.921$ ) and education qualification ( $p = 0.688$ ) respectively, and artisan training.

The Table also shows no significant joint association among the youths' demographics and agricultural training ( $F = 1.29$ ,  $R^2 = 0.002$ ,  $p = 0.276$ ). Individually, the Table reveals no significant association between gender ( $p = 0.764$ ), age ( $p = 0.294$ ) and education qualification ( $p = 0.054$ ) respectively, and agricultural training.

Furthermore, the Table reveals a significant joint association among the youths' demographics and production/service training ( $F = 2.95$ ;  $R^2 = 0.005$ ;  $P = 0.031$ ). Individually, the Table shows no significant association between gender ( $p = 0.707$ ) and production/service training, as well as age ( $p = 0.087$ ) and production/service training. Conversely, the Table reveals a significant association between education qualification ( $p = 0.004$ ) and production/service training.

Finally, the Table reveals no significant joint association among the youths' demographics and technical/technology training ( $F = 1.29$ ,  $R^2 = 0.002$ ,  $p = 0.276$ ). Individually, the Table reveals no significant association between gender ( $p = 0.764$ ), age ( $p = 0.294$ ) and education qualification ( $p = 0.054$ ) respectively, and technical/technology training.

## **DISCUSSION OF FINDINGS**

Findings from the study revealed that vocational training areas in artisanship, agriculture, production/service and technical/technology such as; up-cycling and recycling, aquaculture, sales and marketing services, internet and digital services, among others, were identified as vocational training needs of the youths in Anambra State. This is in line with findings of Bello, Danjuma and Adamu (2007) which revealed that the training in office assistant, animal rearing, catering services, GSM telephone services, among others, (which were classified as artisan, agriculture, production/service and technical/technology training areas respectively by the present study) were training needs of the youths. This entails that effective training and acquisition of skills in these identified areas of choice could help the youths improve their standard of living, boost their productivity, improve their competitive abilities and enhance their economic and nation's development, and invariably reduce the rate of unemployment.

For the test of association, chi-square test of association revealed a significant association between age and production/service training as well as education qualification and production/service training. The findings support the findings of Joseph and Olu (2017); Eriksson, Högdin and Isaksson (2018) which revealed that age and education qualification respectively had relative significant association on individual's choice of career. However, bivariate correlation revealed a significant correlation between education qualification and production/service training. Also, multiple regression revealed a significant association between education qualification and production/service training. This could be as a result of exposure from the respondents' academic activities which might have affected their decision on the choice of production/service training area of vocational training.

## CONCLUSION

Based on the findings of the study, it was concluded that the youths have some vocational training which they prefer more than others. It is therefore expected that, if the youths are engaged and given adequate and effective vocational training of their choice as identified in this study and others, it could engage our teaming youths (that are roaming in the streets) in meaningful activities, and this could minimize the rate of youths' unemployment, hence, improve the human capital and economic development of the nation.

## Recommendations

1. The vocational training needs identified by the youths should be revived and made accessible by the government in collaboration with philanthropists and experienced successful entrepreneurs so as to ensure that there is unrestricted access to any preferred vocational training chosen by any youth.
2. Youths' opinions should be considered by the appropriate authorities before engaging them in any vocational training and practice for maximal output.
3. Government should make training and start-up of vocation/entrepreneurial activities and engagements to be attractive so that so many youths will be motivated to enter into such trades/crafts.
4. A dedicated youth interactive online platform should be launched for easy communication between the government and the youths on information about the various government strategies/programmes that could be used to engage the youths.

## Declaration of Conflicting Interests

Authors declare that there is no potential conflict of interest with respect to the research, authorship, and/or publication of this article.

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