

Value Orientation Towards Entrepreneurial Skills Acquisition of Secondary School Students in Nsukka Education Zone of Enugu State

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Abstract: This study was a descriptive survey which main purpose was to find out the value orientation and entrepreneurial skills acquisition of secondary school students in Nsukka Education zone of Enugu state. Two research questions and two null hypotheses guided the study. The population comprised all the students in 59 public secondary schools in the zone. The sample size comprised 300 senior secondary and 300 junior secondary schools students. A researcher's structured questionnaire Value Orientation and Entrepreneurial Skill Acquisition Questionnaire (VOESAQ) was used for data collection. This was face-validated by three test experts in Faculty of Education, University of Nigeria, Nsukka. Cronbach alpha statistical analysis was used for determining the reliability which gave an alpha coefficient value of 0.85 for the instrument. Mean and standard deviation were used to analyze the research questions while t-test was used to analyzed the null hypotheses tested at 0.05 level of significance. Major findings of this study revealed that students (male and female) in junior and senior secondary schools have posture value orientation towards entrepreneurial skills acquisition. No significant difference existed between the mean scores of the male and female students and junior and senior secondary school student's value orientation towards entrepreneurial skill acquisition.

Key words: Value orientation, entrepreneurial skills acquisition, secondary school students, Nsukka education zone, Nigeria

INTRODUCTION

Youth's unemployment in contemporary times has become a global issue that cannot be glossed over. No doubt, more than ever, there has become an increasing emphasis in Nigeria educational system for the guidance and counselling and inculcation of entrepreneurial skill's acquisition by students. It is in pursuance of this that it was stipulated in the Federal Republic of Nigeria National Policy on Education (FME, 2006) that secondary schools be provided with Guidance Counsellors to guide and counsel students on the making of appropriate career choices among other needs expected of them. This is hoped world help in curbing the of challenges of youth's unemployment, economic over dependence on government and the observed persistent existence of occupational misfits in work fields due to misplaced career value orientation.

The word "value" has been variously perceived. Nwabuisi (2000) opines that value is the price one places on an object or an action. Okafor (2006) indicates that value is determinant that influences man's choice and behaviours in life. Corroborating with this view, Kalusi (2011) indicates that value is anything people cherish desire, appreciate and holds dearly. Infact, it is a preferred

need that is internally desired. Operationally, value is that preferred internal drive that determines, directs and controls man's behavioural, spiritual and social consciousness the standard of our conducts. It, therefore, determines man's decisions, controls and motivates student's thoughtful considerations about choices such as of career in the present millennium world of work.

It is imperative to note that value does not only influence and control adults thinking patterns but also student's and societal variables like education, economic condition and people's consciousness (Akinkuotu and Olufowobi, 2011; Oluwatim, 2011). The achievement of these variables requires possession of positive values such as love, tolerance, honesty, dignity and respect for man's existence (Babarinde *et al.*, 2011). Implicitly, home, school, mosque, churches as socialization agents are important machineries through which such positive occupational values could be transmitted especially to younger generations.

To be oriented means to be acquainted or conversant with the establishment of one's position in relation to the surroundings (Kalusi, 2011). Orientation entails inculcation process Apologun (2011) asserts that it involves the processes of teaching, grooming, socializing and adapting an individual or group of individuals

towards imbibing certain characters, behaviours or acting in certain ways. Similarly Leung, Hou and Gati define orientation as the process of becoming aware of one's position or direction in relation to person's situations, expectations of the physical environment. Contextually, orientation refers to the process of inculcating teaching, guiding, counseling and educating contemporary students to internalize, appreciate and assign worthwhile values, skills and attitudes through assimilation of habits and standard that would change previously negative acquired ideas and values.

Value orientation in a composite term connotes principles of morality (right or wrong) that are generally accepted with a social group. It is a social construct that underlies sets of conduct like beliefs, norms, ethics and aspirations which a social group or an individual is expected to imbibe. The importance of value orientation is reorganized in Nigerian educational system. Hence, it was inculcated in the Federal Republic of Nigeria (FME, 2006) that the quality of instruction of all levels has to be oriented towards the inculcation of values such as respect for the worth and dignity of the individuals and faith in man's ability to make rational decisions among others. Similarly, the national educational goals of the policy emphasized the inculcation of values and attitudes needed for survival of individuals and Nigeria society; the training of the minds to understand the works around and the acquisition of appropriate skills, abilities and competences to live and contribute meaningfully to the development of the society. It is however, regrettable the despite all the emphasis of proper value orientation of the Nigeria children as contained in the national policy on education, student's value encouraging. No wonder Okonyi remarked that the national value decadence prevalent in the society is due to failure by schools and home as agents of socialization of the child in inculcating positive human and entrepreneurship values.

Presently, there seems to be global youth's unemployment especially in developing countries like Nigeria. The need to tackle the high raging youth unemployment in Nigerian contemporary society has given credence for recognition of entrepreneurial value orientation for the youths through introduction of entrepreneurship education. Sequel to the introduction of entrepreneurship education in school, it becomes imperative to incorporate vocational subject as one of the specific goals of secondary school education to provide technical knowledge and vocational skills necessary for agriculture, industrial and economic development. Secondary education becomes a centre through which entrepreneurial value orientation of students will be changed. Secondary education is a form of education

students acquired before any advanced education and after primary education (FME, 2006). Consequently, student's value orientation is a reflection of the impact their socialization on values and aspirations (Whiston, 2002). So, if the student's socialization impacts negative value orientation towards entrepreneurship skills acquisition they imbibe such negative value orientation and verse visa. Onwuka and Onwuka (2011) noted that proper value orientation will enable a child to develop abilities that would enable the individuals to adapt in the constantly changing and competitive world of work.

The need to tackle the increasing youth's unemployment seems to be one of the reasons that gave credence to the reformation of the extant 6-3-3-4 Nigeria's National Policy on Education to the current 9-3-4 policy on Education which places, more emphasis on value orientation and entrepreneurship education (FME, 2006). This new policy entails 9 years of basic and compulsory education up to Junior Secondary School Three (JSS3) three years Senior Secondary School (SSS) and four years tertiary education respectively. The first nine years of the policy popularly known as Universal Basic Education (UBE) is sub-divided into three years each of Lower Basic Education (Primary 1-3), Middle Basic Primary (4-6) and Upper Basic (Junior secondary 1-3) education. The three years senior secondary is now referred to as Post Basic education.

It is worth noting that the philosophies underlying the basic and post basic education emphasize the acquisition of literacy, numeracy, communication and life skills in addition to acquisition of proper ethical, moral and civic values by the learners. Hence, the policy goals at basic education level among other reflect that the children be molded in character to develop sound attitudes and morals; have sound scientific and reflective thinking and develop manipulative skills necessary for effective functioning in the society. Similarly, goals of the post basic education which ensues immediately after the upper basic education is aimed at providing trained manpower in applied science, technology and commerce at sub-professional levels as well as raise people who will have respect and value for dignity of labour, in technical and vocational skills. Consequently, the curricula of upper basic and post basic education contain prevocational elective subjects such as agriculture, business studies, home economic local crafts, computer education fine Arts and music for lower basic. Agriculture, applied electrical, auto mechanic, book keeping and accounting, building construction, commerce, computer education, electronic, clothing and textiles, metal and woodwork, technical drawing among others for upper Basic Education (FME, 2006). Entrepreneurship is the ability to seek investment

opportunities and establish an enterprise based on identified opportunities (Gana). Ikeme (2012) opines that it is a way of thinking, reasoning and acting out an opportunity obsessed venture in a holistic approach. It is leadership-balanced and imbued with creativity and innovation.

Entrepreneurship requires acquisition of skills needed for carrying out activities or actions geared towards production, processing, marketing and the management of an enterprise (Uduma, 2004). Contextually, entrepreneurship is defined by the researchers as systematic way of innovating ideas, identifying the suitable environment and undertaking the financial and social risks in order to make profit. Thus, inculcation of entrepreneurship education is hoped would help reduce youth's unemployment in the country and over dependence on government and parents for sustainability. It will also help to equip students with employability skills and enhance self-reliance (Eze, 2010; Chiaha and Eze, 2009).

In this contemporary time, the need for acquisition of entrepreneurial skills by students cannot be over emphasized. Observations tend to show students are beginning to show inclination in entrepreneurial skills acquisition as necessary potential for being successful in an enterprise. Ikeme (2012) noted that high skilled jobs are driving employment growth within industries and personal enterprises require not only knowledgeable but also highly skilled workers.

Youth's unemployment has become an awful challenge facing Nigerians. Presently, this has culminated to escalation of social vices such as terrorism, kidnapping and stealing thus made Federal Government of Nigeria to cry out requesting for experts to create a knowledgeable work with practical skills for youth (FME, 2006; Ikeme, 2012). Also, scholars have decried that there is no systematic attempt to orientate jobless youths towards core values of entrepreneurship education (Wokeh and Basil, 2011). Reiterating on pathetic state of Nigerian student's career values, Apologun (2011) asserted that parents, particularly, influential ones, have a way of prevailing on or forcing their wards to reads particular courses or choose careers even when there are within the competence and abilities of such children. Also, Apologun (2011) noted that, negative value orientation towards entrepreneurship skills acquisition is due of parental value orientation towards white collar jobs. This is contrary to schools emphasis on acquisition of entrepreneurial skills which foster self employment which will in turn provide economic empowerment for the youths as well as national economic development (Wokeh and Basil, 2011). Also, Adiele *et al.* (2011) lament that scholars

in education have severally drawn attention to the defects in the Nigerian education and have repeatedly pointed to the fact it was bookish and academic oriented and lacked technical and entrepreneurial values. School instructional method needs to be entrepreneurial in nature which should be based on experience and discovery (Ikeme, 2012).

Review of empirical studies: A study by Oluwatim (2011) on value orientation and career aspiration patterns of 400 senior secondary school students in Ogun State selected through stratified random sampling technique revealed a non significant relationship exist between the value orientations of the students and career choices. The student's value orientation and career choice were found not to be congruent. In another, study, Coetzee *et al.* (2010), carried out a quantitative survey on the influence of career orientations 2994 student's works experiences in South African institutes. Using Career Orientation Inventory (COI) data were collected via postal facility from the sample of 2997. Result of the multiple regression and factor analysis done showed that casual relationships were observed between the career orientations and subjective work experience variables. The result also showed that individual's career orientations influenced their general sense of life, job happiness and perceptions of work as a valuable activity. This implies that if an individual receives a negative career orientation towards vocation, the individual's perception towards the vocation would be negative.

Onyenze (2003), correlational research study on in school adolescent's values and of adjustment problems in Abia State using a sample of 2725 randomly selected in-school adolescents 186 schools within the state Data were gathered using Value Dilemma (VD) and Student's Adjustment Inventory (SAI) instruments. Mean and Standard deviation were used for data analysis. The findings revealed that there is negative relationship between in-school adolescent's values and adjustment problems. This implies that the more positive values the less adjustment problems the students would have.

Brown and Denga (2011) carried out a survey study on counselling for entrepreneurship development of secondary school students in Akwa-Ibom with a sample of 255 principals in public and approved private schools were used for the study. A structured questionnaire by the researchers was used for data collection. t-test statistics was used in analysis of data. Findings showed that counselling services are available in secondary schools in Akwa-Ibom state but facilities and qualified teachers for the teaching of entrepreneurial education were in short supply in both the public and private

secondary schools. Implicitly, the poor counselling services translated in entrepreneurship development of the students in the state.

Anuka (2007) conducted a research that investigated the relevance of technical college motor mechanic curriculum to the entrepreneurial need of motor mechanic graduates of technical colleges. A sample of 200 young graduates of technical colleges both employed and unemployed were used. A descriptive statistic was used to analyze the data collected. The results showed that motor mechanic graduates of technical colleges in Enugu state do not possess adequate motor mechanic entrepreneurial skills; could only perform common place motor vehicle maintenance duties but were rated very low on entrepreneurial skills and modern motor mechanic skills.

The foregoing review of available of the researcher reveal that some works have been done on entrepreneurship education and value orientation of secondary school students in Nigeria. However, non of them seen to have focused on determining value orientation of the secondary school students towards entrepreneurial skill acquisition.

Statement of the problem: It may not be an over statement to say that most of the career choice problems of students and occupational maladjustments observed in work fields today are borne out of ineffective career guidance and counselling and poor vocational value orientations arising from impositions of occupations by parents and significant others around children. These individuals in particular have way of prevailing on, or forcing their children and wards against the vocational guidance and counselling provided by school counsellors.

Available literature to the researchers fend to reveal that despite the emphasis on value reorientation of Nigerian secondary school curriculum to wards entrepreneurial acquisition as reflected in the 9-3-4 Nigeria educational policy dearth empirical studies abound in this respect. The researchers are uncertain what the secondary school student's value orientation is with regards to entrepreneurial skills acquisition. It is for this concern that this study was carried out.

Purpose of the study: The main purpose of this study was to find out the value orientation towards entrepreneurial skills acquisition of secondary school students in Nsukka education zone. Specifically, the study sought to: ascertain the value orientation of junior and senior secondary school students towards entrepreneurial skill's acquisition. Determine value orientation of male and female students towards entrepreneurial skills acquisition.

Research questions: The following research questions guided this study:

- What is the value orientation of junior and senior secondary students towards entrepreneurial skills acquisition?
- What is the value orientation of male and female students towards entrepreneurial skills acquisition?

Hypotheses

- Ho₁: There is no significant difference between the mean scores of Junior and senior secondary school student's value orientation towards entrepreneurial skills acquisition
- Ho₂: There is no significant difference between the mean scores of male and female student's value orientation towards entrepreneurial skills acquisition

MATERIALS AND METHODS

Design of the study: This research adopted descriptive survey design according to Nworgu (2006), this is a research design which aims at collecting data on and describing in a systematic manner, the characteristic, features or facts about a given population. This design was considered appropriate for this study because it enabled the researchers the opportunity to collect data on the value orientation of student towards entrepreneurial skills acquisition from a sample considered to be significant representative of the population.

Area of the study: The area of this study is Nsukka Education Zone of Enugu State, Nigeria. Nsukka Education zone consists of three local government areas namely Nsukka, Igbo-Etiti and Uzo-Uwani local government areas. This study area is predominately farmers and traders although a good number of them are civil servants. There are 59 public secondary in this area of study. The choice of this study area was based on the observation that student's value orientation seems to be negative towards entrepreneurial skills acquisition.

Population of the study: The population of this study comprised all 34,628 students in the 59 public secondary schools in Nsukka education zone where guidance and counselling services are operational.

Sample and sampling techniques: The sample of this study 600 secondary school students comprising 300 Senior Secondary School (SSII) and 300 Junior Secondary School (JSSII) schools students selected using multi-stage sampling technique. The choice of these two

Table 1: Mean and standard deviation analysis of students value orientation towards on entrepreneurship skills acquisition

Items	Junior Sec. School n = 300			Senior Sec. School n = 300		
	\bar{X}	SD	RMKS	\bar{X}	SD	RMKS
Sciences are for male students alone whose parents are rich	2.00	1.12	D	1.94	1.28	D
Students who aspire to vocational courses will not be rich	1.79	1.07	D	1.84	1.12	D
I am not interested in skills acquisition because my parents discourage it	1.92	1.16	D	1.87	1.12	D
Skills acquisition is for students whose parents are poor	1.77	1.01	D	1.89	1.14	D
Taking an occupation that involves technical skills means I am not intelligent	2.26	1.05	D	1.96	1.20	D
My parents directed me not to choose technical subjects because such subjects are not for female students	2.23	1.10	D	2.40	1.17	D
My parents said that teaching is for female students only	2.22	1.10	D	1.90	1.24	D
Female parents prefer their daughters to choose entrepreneurial skills align with their mother's occupation	2.07	1.14	D	1.88	1.15	D
Teachers encourage females' students not be choose entrepreneurial subjects	2.04	1.07	D	2.00	1.18	D
Parents believe that entrepreneurial skills acquisition is not for female	2.06	1.02	D	2.12	1.14	D
Overall	2.03	0.47	D	1.98	0.49	D

Criterion mean (X) = 2.50; n = 600, d = disagree

categories of students was based on the fact that these students have imbibed contain entrepreneurial value orientations toward entrepreneurial skills acquisition both at home and in school. As such, they would be able to respond to the questionnaire items designed in this respect. The sampling involved firstly using purposive sampling technique to randomly select seven schools from Nsukka local Government Area (LGA) and four each from Igbo-Etiti and Uzo-Uwani LGAs respectively based on population densities of schools.

Secondly, purposive stratified technique was employed in Selecting Junior Secondary School II (JSSII) and Senior Secondary two (SSII) school students because these students are not in terminal year classes but have stayed long enough in school, to provide information to the researchers through the structured questionnaire. Thirdly, simple random sampling technique was adopted in selecting 10 male and 10 female students each in JSSII and SSII respectively from the 15 randomly selected schools. The use of equal number in gender sampling was to exclude gender bias in representation of the subjects.

Instrument for data collection: The instrument for data collection was a questionnaire designed by the researcher and titled "Value Orientation towards Entrepreneurial Skills Acquisition Questionnaire (VOESAQ)". The instrument has two sections. Section A focused on personal data of the respondents, while section B contained 10 items put into a cluster. The cluster items elicited information on student's value orientation towards entrepreneurial skills acquisition. The items were placed on a four-point rating scale with response options of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and are weighted as 4,3,2 and 1 respectively. The VOESAQ was face validated by three test experts, comprising one Measurement and Evaluation and two Guidance and Counselling test experts all from Faculty of Education, University of Nigeria, Nsukka.

The reliability of the instrument was ascertained by trial testing of on 30 randomly selected JSS II and SS II students in Enugu education zone which is outside the study areas. The data collected were subjected to cronbach alpha statistical analysis to determine the internal consistency of the instrument. The analysis gave alpha co-efficient values of 0.85. This high reliability co-efficient values indicated that the instrument is reliable to be used for the study.

Method of data collection and analysis: The questionnaire copies were administered to the respondents by the researcher with the help of two Research Assistants to facilitate the distribution and retrieval of the copies. Mean and standard deviation were used to answer the research questions posed to guide the study while t-test statistics was used for the null hypotheses postulated. These were tested at 0.05 level of significance. A criterion means score of 2.50 set benchmark for acceptance of items in the two clusters. This implies that any of 2.50 and above was taken as agree while mean score below the criterion mean score of 2.50 was taken as disagree. The interpretation of research question one was based on Limits of Real Numbers.

Research question one: What is the value orientation of junior and senior secondary students towards entrepreneurial skills acquisition? The result of data analysis to this research question is presented in Table one: Data analysis presented in Table 1, shows that items 1-10 of both junior and senior secondary school students have mean scores below the criterion mean score of 2.50. This shows that both junior secondary and senior secondary school students disagree to having such negative value orientation towards entrepreneurial skills acquisition. The overall mean scores of 2.03 for JS and 1.98 for SS student's further supports this result. Implicitly, the result indicates that both the JS and SS

Table 2: Mean and standard deviations of value orientation of male and female students towards entrepreneurial skills acquisition.

Items	Male: n = 300			Female: n = 300		
	\bar{X}	SD	RMKS	\bar{X}	SD	RMKS
Sciences are for male students alone whose parents are rich	2.14	1.22	D	1.80	1.17	D
Students who aspire to vocational courses will not be rich	1.95	1.14	D	1.69	1.05	D
I am not interested in skills acquisition because my parents discourage it.	1.90	1.15	D	1.90	1.14	D
Skills acquisition is for students whose parents are poor	1.73	0.99	D	1.93	1.16	D
Taking an occupation that involves technical skills means I am not intelligent	2.08	1.11	D	1.14	1.17	D
My parents directed me not to choose technical subjects because such subjects are not for female students	2.22	1.15	D	2.41	1.14	D
My parents said that teaching is for female students only	1.76	1.07	D	2.36	1.23	D
Female parents prefer their daughters to choose entrepreneurial skills align with their mother's occupation	1.92	1.18	D	2.04	1.11	D
Teachers encourage females' students not to choose entrepreneurial subjects	2.07	1.08	D	1.98	1.18	D
Parents believe that entrepreneurial skills acquisition is not for female	2.17	0.95	D	2.01	1.19	D
Overall	2.00	0.51	D	2.02	0.46	D

Criterion mean (\bar{X}) = 2.50; n = 600, D = Disagree

students have positive value orientation towards entrepreneurial skills acquisition. The closeness of the overall standard deviation values of JS students ($SD = 0.47$) and SS students ($SD = 0.49$) students reflects that there is less variability in the responses of the students of the two categories.

Research question two: What is the value orientation of male and female students towards entrepreneurial skills acquisition? The result of data analysis of this research question is presented in Table 2.

Result of data analysis in Table 2 indicates that items 1-10 have mean scores range between 1.69-2.41 which are below criterion mean of 2.50. Also, the overall mean scores for value orientation of male and female students towards entrepreneurial skills acquisition are below the criterion of 2.50. This result indicates that both male and female students disagree to have such value orientation towards entrepreneurial skills acquisition. Thus, this implies that the male and female students have positive value orientation towards entrepreneurial skills acquisition. On the other hand, the overall standard deviation of 2.00 for male and 2.02 for female students shows to be closer. This indicates that there is less disparity in the value orientation of both students towards entrepreneurial skills acquisition.

Hypothesis One (H_0): There is no significant difference between the mean scores of junior and senior secondary schools students on value orientation towards entrepreneurial skills acquisition. The data analysis in Table 3 reveals a t-cal value of 1.39 with an associated probability level of 0.16. Since the set probability level of 0.05 is less than the associated probability level of 0.16, the finding is not significant. Implicitly, the null hypothesis is accepted that there is no significant difference between mean scores of the junior and senior students on value orientation towards entrepreneurial skills acquisition.

Table 3: t-test analysis of gender difference between junior and senior secondary student's value orientation towards entrepreneurial skills acquisition

Group	\bar{X}	SD	n	df	t-cal	Sig.	Decision
Junior	2.03	0.47	300	598	1.39	0.16	H_0
Senior	1.98	0.49	300				Accepted

Table 4: t-test analysis of the mean scores of male and female student's value orientation towards entrepreneurial skills acquisition

Group	\bar{X}	SD	n	df	t-cal	Sig.	Decision
Male	2.00	0.51	300	598	-0.78	0.43	H_0
Female	2.02	0.46	300				Accepted

Hypothesis two: There is no significant difference between the mean scores of male and female student's value orientation towards entrepreneurial skills acquisition. Result shown in Table 4 indicates that t-cal of -0.78 with an associated probability level of 0.43. Since the associated probability level of 0.43 is greater than the set probability level of 0.05, the finding is not significant. Hence, the null hypothesis is accepted. Thus, there is no significant difference between the mean scores of male and female student's value orientation towards entrepreneurial skill acquisition.

RESULTS AND DISCUSSION

The value orientation of students towards entrepreneurial skills acquisition: Research finding from table from research question one indicated that both junior and senior students generally disagreed with the items on value orientation towards entrepreneurial skills acquisition. Some of the items include that science subjects are for poor students, vocational students will not be rich, skill acquisition is for non intelligent and poor students and technical subjects are not for female students. Others include that parents prefer their daughters to choose entrepreneurial skills in line with their occupation, teachers discourage female from choosing entrepreneurial subjects and parents believe that entrepreneurial skills is not for female students. The

student's disagreement these items implicitly indicates that they have positive value orientation towards entrepreneurial skills acquisition. The result of null hypothesis testing on this issue further affirmed the above result as was observed that no significant difference between the mean scores of junior and senior students on value orientation towards entrepreneurial skills acquisition. This finding is encouraging as it tends to show that secondary school student now seems to have positive the value orientation towards entrepreneurial skills acquisition. This study is in consonance with Brown and Denga (2011) who found that the more positive value a person has the less adjustment problem would be experienced. The obtained paradigm shift positive value orientation towards entrepreneurial skill acquisition probably could be attributed to the enhanced vocational counselling and career information dissemination going on in schools now.

The value orientation of students towards entrepreneurial skills acquisition: Another, finding of this study showed that both male and female secondary school students also with the item statements that science subjects are for male student alone, parents view that female children are not fit to do technical subject but rather prefer teaching career for them. In addition, the male and female students also disagreed to parent's belief that skills acquisition is not for female students. The null hypothesis testing further buttressed the research finding by revealing no significant difference between the mean scores of the male and female student's value orientation towards entrepreneurial skill acquisition. These findings are not in consonance with Onyenze-Chukwu study that there is negative relationship between secondary school adolescent's values and adjustment problems of rural and urban secondary school adolescents. That both genders have positive value orientation towards entrepreneurial skill acquisition seems to be an indication that female students just like the male counterparts do appreciate their potentials that vocation chosen by male students can also be chosen by the female's counterparts. This non-difference of both male and female students in their value orientation towards entrepreneurial skills acquisition could be an impact of the current emphasis of millennium development goal for gender equality in education. With equal opportunities to both sexes, employability opportunities will be available without gender bias.

Implications of the study: The finding of the study revealed that both junior and senior secondary school

students as well as the males and females do not significantly differ in their positive value orientation towards entrepreneurial skills acquisition. The implication of this finding is that counsellors should not relent in counselling students toward entrepreneurial skills acquisition. Such would help to enhance their value orientation toward skills acquisition which in turn would help to equip them for gainful employment in this fast growing technological era. In addition, this positive value orientation towards entrepreneurial skills acquisition by both the male and female students would help in producing skills oriented and self-reliant graduates that would be able to contribute meaningfully to the economic development of the nation and reduction in the growing rate of graduate unemployment that is currently plaguing the nation.

CONCLUSION

The purpose of this study was to find out value orientation towards entrepreneurial skills acquisition of secondary school students in nsukka education zone of enugu state. From the findings of this study, it shows that male and female students have positive value orientation towards entrepreneurial skills acquisition. With skills acquisition at secondary level the graduates at this level would be able to be self-reliant and gainfully occupied. This in turn would help reduce youth's unemployment and restive activities on the society.

RECOMMENDATIONS

The following recommendations were made based on findings of this study: Positive value orientation towards entrepreneurial skills should continue to be encouraged by parents and significant others around the young ones. Students should be encouraged to visit school guidance counselors for proper guidance on value orientation towards entrepreneurial skills acquisition. Gender stereotypic should be discouraged by parents especially when it comes to entrepreneurial value orientation. School guidance counsellors should enhance student's value orientation towards entrepreneurial skills acquisition by organizing career awareness programmes.

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