

## ENHANCING ADOLESCENTS' SKILLS-ACQUISITION MINDSET FOR SUSTAINABLE ECONOMIC GROWTH IN EPE METROPOLIS USING VALUE RE-ORIENTATION COUNSELING SERVICES

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### Abstract

*In Epe Metropolis, a significant portion of the adolescent population faces challenges in recognizing and valuing the importance of skills acquisition. This issue poses a critical barrier to both individual development and the sustainable economic growth of the region. This study examined the effectiveness of value re-orientation counseling services in fostering a skills acquisition mindset among secondary school adolescents. A descriptive cross-sectional research design was employed. Eighty adolescents were selected using simple random sampling from three public secondary schools in Epe Metropolis, Lagos State, Nigeria, from a population of 1,171 senior school students aged 13 to 24 years. Data were collected using the "Adolescents' Skills-Acquisition Mindset and Value Re-Orientation Counseling Services Questionnaire (ASAMVRCSQ)," with a reliability coefficient of .76. Descriptive and inferential statistics, including independent sample t-tests, were used to analyze the data. The practical relevance of value re-orientation counseling services was assessed using Hedges' g effect size for unequal samples. Findings revealed a negative attitude among adolescents towards skills acquisition (Mean = 2.47) and a low level of awareness of value re-orientation counseling services among school adolescents (10.0%). Value re-orientation counseling services were found to be highly effective in changing adolescents' attitudes towards skills acquisition ( $t(78) = 47.128, p < .05, \text{Hedges' } g = 1.662$ ). Recipients of value re-orientation counseling services exhibited a more positive mindset (Mean = 28.63, S.D = 3.517) than non-recipients (Mean = 18.19, S.D = 6.492). The study concluded that counseling for value re-orientation at the secondary school level is vital for supporting school adolescents' development of a skills acquisition mindset. The researchers recommended that school counselors should consider utilizing value re-orientation counseling to identify students with practical skills potential and help cultivate the right attitudes and values necessary for skills acquisition.*

**Keywords:** Skills, Acquisition, Mindset, Value, Re-Orientation, Counseling.

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### Introduction

In today's rapidly evolving global economy, the acquisition of relevant skills among adolescents is crucial for fostering sustainable economic growth and development. This is particularly pertinent in areas like the Epe Metropolis in Lagos State, where economic opportunities and developmental challenges coexist. Adolescents represent a significant portion of the population and are the future workforce; therefore, equipping them with the necessary skills is essential for their personal development and the overall economic health of the state. Despite the critical importance of skills acquisition, it is observed that many adolescents exhibit a lack of motivation or awareness about the value of acquiring these skills. Various factors contribute to this mindset, including

socio-economic conditions, educational system deficiencies, cultural attitudes, and limited access to vocational training. This situation necessitates a strategic intervention to re-orient adolescents' values towards skills acquisition.

Value reorientation refers to the principles of right or wrong that are accepted by individuals or social groups (WordNet, 2022). It can also be seen as high moral intelligence and the entrenchment of strong values for the development and prosperity of the Nigerian society. Essentially, it signifies a fundamental shift in an individual's, organization's, or society's deep orientation, leading to new perspectives, actions, and previously impossible outcomes. It also implies a transformation of moral character through the renewal of inner nature. Reorientation itself is the act of changing, adjusting, or realigning something in a new or different direction. Value reorientation, therefore, can be conceptualized as the act "of deliberately attempting to change the direction which attitudes and beliefs in Nigeria are currently orientated or the act of adjusting or aligning behavior, attitudes and beliefs of Nigerians in a new or different direction within the public discourse of contemporary Nigerian politics" (Osioma, 2012). This is articulated as a move away from corruption, embezzlement, dishonesty, and general indiscipline towards virtues such as honesty, patriotism, hard work, and a general abhorrence of social vices (Okafor, 2014).

Njoku (2011) perceives value reorientation as the inculcation of good values that can help Nigeria overcome its numerous challenges and refocus the nation towards greatness. The aforementioned definitions suggest that Nigeria could undergo rapid transformation by embracing good moral values that have the potential to re-orientate the attitudes and behaviors of Nigerians, significantly reducing corruption, indiscipline, immorality, terrorism, kidnapping, and other social vices. Ebeonuwa-Okoh (2010) asserted that this strategy can enhance students' adjustment in their educational pursuits and interactions with others, providing them with essential self-management skills. Value re-orientation counseling also emphasizes career prospects for adolescents by providing early vocational guidance to identify children's potentials and offer appropriate curriculum. In this regard, technical, physical, and social skills are identified and developed to enhance their earning potential for sustainable economic growth. UNICEF (2021) revealed that adolescents primarily use digital spaces for entertainment and leisure, rather than for exploring opportunities for skill development and active engagement. While they acquire skills like communication, team building, cross-cultural learning, and entrepreneurial acumen through social media, these platforms do not foster essential technical and analytical skills such as critical thinking and advanced digital literacy, thereby limiting adolescents' digital potential.

Ekpang et al. (2020) opined that core values (honesty, discipline, courage, justice, and the right attitude towards work) can be instilled in individuals to enhance economic life. It was further argued that effective utilization of counseling techniques such as releasing emotional tension, effective communication techniques, clarified thinking techniques, and performance counseling techniques by counselors, along with mandatory consultations with counseling centers for school youth and people in positions of authority at regular intervals, would significantly improve all strata of Nigeria's national life. There is an urgent need for the citizenry to be systematically re-oriented towards upholding the core values of the Nigerian nation. Bandekaji *et al.* (2020) suggest that counseling services for value re-orientation include individual sessions, workshops, and group discussions, creating a supportive environment for

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students to reflect on their values, address conflicts, and develop strategies for living in alignment with their identified values.

In the context of literature, Yunusa (2022) found that value re-orientation counseling has a significant influence on national security and political stability. Value re-orientation counseling services can play a pivotal role in addressing the challenge of adolescent disengagement with skills acquisition. These services aim to reshape the attitudes and perceptions of adolescents, guiding them to recognize the importance of skills in achieving personal and economic growth. By integrating value re-orientation counseling into educational and community programs, it is possible to foster a skills-acquisition mindset among adolescents. Value re-orientation counseling aims to instill ethical values, integrity, and a sense of responsibility in individuals. Life-skills training equips adolescents with the necessary tools to navigate life's challenges, make informed decisions, and build resilience. Integrating these interventions into the educational curriculum may contribute to the holistic development of adolescents, guiding them towards ethical career aspirations and away from detrimental activities like internet fraud. Gamage et al., (2021) perceived values as ideals that guide, qualify, or direct an individual's interaction with others, their general conduct, and career involvement. Values are traits and qualities considered worthwhile, given highest priorities, and deeply influence an individual's driving forces. They are standards or qualities considered worthwhile and desirable, encompassing moral conduct, dressing codes, socialization, greetings, walking steps, sitting positions, and table manners. As free moral agents, humans have the aspiration to live rightly or wrongly, to become enculturated or change their cultural values.

The significance of skills acquisition in societal economic development has reached an unprecedented level of prominence. Economically, skill acquisition stimulates markets and effectively creates small and medium-sized businesses, offering unemployed graduates and youth alternative employment opportunities (Adanlawo et al., 2023). According to the Federal Government of Nigeria (2004), acquiring skills helps entrepreneurs adapt to changing circumstances by encouraging self-reliance, reducing unemployment, and promoting economic development.

Skill acquisition, as a basic ability, is the means by which humans adapt to life. An individual's attitude and work functions are required and necessary antidotes, suggesting suitable skills performance and acquisition through a given work sample. In the workplace, skill is what workers provide in exchange for remuneration. If the skill (or cluster of skills popularly referred to as aptitudes) provided is satisfactory, the worker gains satisfaction, and the employer gains satisfactoriness in correspondence. This sustained process culminates in promotion, retention, and prolonged tenure, leading to productivity. Skill is considered a quality of performance that does not solely depend on a person's fundamental, innate capacities but must be developed through training, practice, and experience. Although skill depends essentially on learning, it also includes the concepts of efficiency and economy in performance. Modern concepts of skill emphasize the flexibility with which a skilled operator achieves a given end on different occasions according to precise circumstances.

The term "skill" is most often used to describe qualifications, general skills, and as part of one's competence. It is sometimes used to refer to the trades or crafts that people engage in. Regardless of the context, what is crucial is that acquired skills enhance an

individual's capability to engage in productive ventures. It has the potential to enhance earnings, promote living standards, and reduce the incidence of poverty. According to Green (2011), skill is a personal quality with three key features: productivity, expandability, and social relevance. Skill is productive because it delivers essential services; expandable because skills are enhanced through training and development; and social because skills are socially determined. Skill is an important recipe for human capital development and an indicator of the value of a person's stream of current and future earnings. According to Mbah and Elobuiké (2016), skill is the ability to make purposeful movements necessary to complete or master a particular task. The level of proficiency in which the ability is exhibited can be enhanced through education, training, and experience, among other factors. Skills refer to the productive capabilities acquired through all levels of education and training, encompassing formal, non-formal, and on-the-job settings, enabling individuals to become fully and productively engaged in all areas of the economy. When acquired, skills equip people to adapt these capacities to meet the emerging demands and opportunities of the labor market.

Skill acquisition is a process that leads to the mastery of required skills. It is a tool that has been used by humans throughout history to develop abilities to enhance their living standards. According to Isaac (2011), skills acquisition is an essential tool for eradicating extreme poverty and hunger by creating avenues for employment and wealth creation. It increases an individual's capability to achieve self-sufficiency, seek paid employment, and is therefore pivotal in the battle to eliminate hunger and poverty by enhancing the employability of young people. Skills acquisition involves the development of new skills, practices, or ways of doing things, usually gained through training or experience. It results in a positive change in an individual's knowledge, attitude, and skills, with multiplier effects on their income-earning potential and social standing in society. According to Bako et al. (2021), skill acquisition is the driving force behind entrepreneurship development in Nigeria. Education is perceived as the foundation for socio-political, economic, and cultural development that enhances the production of skilled manpower for national development. Informal education must be encouraged because obtaining a certificate alone without corresponding creative and mental power has no significant impact on the purpose of education (Uloko 2014). Mmuozoba (2023) observed that formal and informal learning opportunities requiring practical application and hands-on experience to develop proficiency among women and youth in Nigeria are limited. Munubiyya (2017) found that secondary schools and students are lacking in many significant areas of skills acquisition training. Okwelle and Ayonmike (2014) found a positive perception of vocational education and training among youths in Nigeria. However, it's important to note that their study solely included Technical Vocational Education and Training (TVET) educators in higher institutions.

The purpose of this study is to explore how value re-orientation counseling services can enhance the skills-acquisition mindset among adolescents in Epe Metropolis, thereby contributing to sustainable economic growth. The study will examine current attitudes towards skill acquisition, identify the factors influencing these attitudes, and assess the effectiveness of value re-orientation counseling in changing these perceptions. By doing so, it aims to provide insights and recommendations for policymakers, educators, and community leaders to implement effective strategies for youth development and economic advancement in the region.

### **Statement of the Problem**

In Epe Metropolis, a significant portion of the adolescent population faces challenges in recognizing and valuing the importance of skills acquisition. This issue poses a critical barrier to both individual development and the sustainable economic growth of the region. Despite the presence of educational institutions and vocational training centers, there remains a notable gap in adolescents' engagement with and motivation towards acquiring practical skills necessary for the contemporary job market.

**Several underlying factors contribute to this problem:** **Socio-economic Barriers:** Some adolescents come from socio-economically disadvantaged backgrounds, where immediate financial needs overshadow long-term educational and vocational goals. This often leads to a lack of interest in skill acquisition as a viable pathway to economic improvement.

**Educational System Deficiencies:** The existing educational framework in Epe Metropolis may not adequately emphasize the importance of vocational training and practical skills. The curriculum often prioritizes theoretical knowledge over hands-on experience, leaving students underprepared for the demands of the job market.

**Cultural Attitudes and Perceptions:** There are prevailing cultural norms and attitudes that undervalue vocational skills compared to formal academic achievements. This societal perspective discourages adolescents from pursuing skill-based training and careers.

**Limited Access to Resources:** Inadequate access to quality vocational training programs and resources further exacerbates the issue. Even when the interest is present, the lack of facilities and support systems makes it challenging for adolescents to acquire relevant skills.

**Lack of Guidance and Counseling:** Many adolescents lack proper guidance and counseling to help them understand the significance of skills acquisition and its impact on their future. This gap in mentorship and support leads to a lack of direction and motivation.

Given these challenges, there is an urgent need for targeted interventions to shift the mindset of adolescents towards valuing and actively pursuing skills acquisition. Value re-orientation counseling services present a promising solution to this problem. These services aim to change the perceptions and attitudes of young people, helping them to see the long-term benefits of acquiring skills for personal growth and economic stability.

This study seeks to address the following problems:

1. The disconnection between adolescents' attitudes towards skills acquisition and the economic opportunities available in Epe Metropolis.
2. The impact of socio-demographic, educational, and cultural factors on adolescents' motivation to acquire skills.
3. The effectiveness of value re-orientation counseling in altering adolescents' mindsets towards skills acquisition.
4. The potential long-term benefits of an enhanced skills-acquisition mindset on the sustainable economic growth of Epe Metropolis.

By investigating these issues, the study aims to provide actionable insights and recommendations for stakeholders, including policymakers, educators, and community

leaders, to implement effective value re-orientation counseling services that can transform the skills-acquisition landscape in Epe Metropolis.

### **Research Questions**

To address the issues outlined in the statement of the problem, this study aims to answer the following research questions:

- i. What are the current attitude of adolescents in Epe Metropolis towards skills acquisition?
- ii. What is the level of awareness of value re-orientation counseling services among adolescents in Epe metropolis?
- iii. What socio-demographic factors influence adolescents' attitudes towards skills acquisition in Epe metropolis?
- iv. How effective are value re-orientation counseling services in changing adolescents' attitudes towards skills acquisition for sustainable economic growth in Epe metropolis?

By answering these questions, the study aims to provide a comprehensive understanding of the factors influencing adolescents' attitudes towards skills acquisition and the role of value re-orientation counseling in fostering a skills-acquisition mindset. The findings will offer valuable insights for developing targeted interventions that can contribute to sustainable economic growth in Epe Metropolis.

### **Hypothesis**

The study tested the null hypothesis below:

$H_{01}$ : Value re-orientation counseling services is not significantly effective in changing adolescents' attitudes towards skills acquisition for sustainable economic growth in Epe metropolis.

### **Counselling Techniques for Value Re-Orientation**

Effective counselling needs counselling skills, and complete information about the person to be counselled, that is, information relating to his motives, experience, weaknesses, strength, attitude and behaviour should be collected before or during counselling (Ekpang et al. 2020). The techniques of counselling cannot be uniformly adopted. It varies from person to person, and also depends on circumstances. The following are some of the techniques that are relevant to this study:

#### *Releasing Emotional Tension*

Some people are more emotional than others. They take things emotionally and they come into the grip of emotions as associated with fear, respect, insult, anxiety, guilt etc. If the counsellee is under emotional tension, it has to be released. A counsellee is to be taken into confidence and listen to attentively, as if the counsellor is the only caretaker for him. The counsellor should try to know the real causes of his emotional breakdown. Only the expert counsellor can do the job of releasing emotional tensions. Releasing of emotional tension helps to gain power of going through or looking into and

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understanding the things in their proper perspective, and the reasons that have affected behaviour. The counsellor will then make an analysis of the situation and overcome the emotions and whisk away the tensions.

### *Effective Communication Techniques*

An effective two-way communication helps subordinate to narrate their difficulties to their superiors through which many problems get automatically solved. Effective two way communication removes fear from the mind of the counselees, as they talk freely and open up their mind to the counsellor who can then render necessary assistance. Communication thus is a tool and a method of counselling. The counsellor should take note that he should abstain from stressing his own point of view for the counsellee. Through communication, the counsellor can divulge counsellee's prejudice against himself or others. Similarly, misunderstanding and misconception can be removed.

### *Clarified Thinking Techniques*

One should think positively and shun negative thinking. It is negative thinking that needs to be removed from the mind of the counsellee. Negative thinking helps develop misunderstanding, distrust and lies. Counsellors should develop new pattern of thinking. The counsellee should be motivated and encouraged to think positively. Positive thinking helps in building cordial relationship with colleagues and others in the society.

### *Performance Counselling Techniques*

As the name suggests, it relates with performance of a client. Performance gets affected by many reasons. Those reasons should be spotted by the counsellor, and the counsellee should be assisted to remove them.

## **Methodology**

This study adopted descriptive cross-sectional research design to collect data from 80 participants from a population of 1,174 school adolescents within the ages of 13 to 24 years in three public secondary schools in Epe metropolis in Lagos State, Nigeria (Source: Lagos State Ministry of Education, 2024). Comprehensive data on adolescents' attitudes and the impact of value re-orientation counseling services was collected with a researcher-developed questionnaire tagged "Adolescents' Skills-Acquisition Mindset and Value Re-Orientation Counseling Services Questionnaire (ASAMVRCSQ)." The test retest reliability of the instrument was .76. Awareness of participants on value re-orientation counseling services was used to group adolescents into two (recipients of VROCS, and non-recipients of VROCS). *Descriptive statistics of frequency count, percentage, mean and standard deviation was used to answer the research questions. Independent sample t-test was used to determine the difference in mean value of skill acquisition mindset of the two groups of participants.* Hedges' *g* which provides a measure of effect size (Kang & Haring, 2012) weighted according to the relative size of each sample (that is, different sample sizes) was used to estimate the effectiveness of value re-orientation counseling services in changing adolescents' attitudes towards skills acquisition.

## **Results**

The summary of results from the analysed data are presented below.

### Demographic Information of Respondents

**Table 1: Demographic Characteristics of Participants (N=80)**

Demographic Variable	Frequency	Percentage (%)
<b>Sex</b>		
Male	49	61.3
Female	31	38.7
<b>Age</b>		
13-15 years	28	35.0
16-18 years	37	46.3
19-21 years	10	12.5
22-24 years	5	6.2
25 years & above	0	0.0
<b>Household's monthly income (₦)</b>		
Below 50,000	7	8.8
50,000-100,000	22	27.5
100,000-200,000	35	43.7
Above 200,000	16	20.0

**Source:** Researchers' Field Data (2024)

Table 1 showed that 49 participants representing 61.3% were males and 31 respondents representing 38.7% were females. This means that majority of respondents for this study were males. The age groups of participants revealed that 35.0% were between the age of 13-15, 46.3% majority were between the age of 16-18, 12.5% were between the age of 19-21, 6.2% were between the age of 22-24, and none of the participants were above the age of 25. The distribution of participants by monthly income showed that 8.8% were below N50,000 monthly income, 27.5% were between 50,000-100,000 monthly income range, 43.7% majority of participants were between 100,000-200,000 monthly income range, and 20.0% were above N200,000 monthly income range. This implies that majority of participants were from average income household.

### Analysis of Research Questions

*Research Question One:* What are the current attitude of adolescents in Epe Metropolis towards skills acquisition?

**Table 2: Attitudes of Secondary School Adolescents Towards Skills Acquisition (N=80)**

S/N	Items	Responses (%)				Mean	S.D
		SA	A	D	SD		
1	It is important to acquire practical skills e.g. vocational and technical.	13.8	26.3	38.8	21.3	2.33	0.965
2	It is worthwhile to pursue skills acquisition programme.	23.8	56.3	10.0	10.0	2.94	0.862
3	My future career aspiration is practical and skill oriented.	5.0	20.0	38.8	36.3	1.94	0.876
4	Skills acquisition will improve my job prospects.	20.0	28.8	12.5	38.8	2.30	1.184



5	I am certain to be financially stable when I venture into skills acquisition.	5.0	47.5	32.5	15.0	2.43	0.808
6	I am passionate to earn a living from my skillful handworks.	12.5	33.8	28.8	25.0	2.34	0.993
7	My family expectations are high to earn hands-on experience after school.	16.3	28.8	35.0	20.0	2.41	0.990
8	I am confident in my ability to acquire practical skills.	22.5	41.3	26.3	10.0	2.76	0.917
9	I wish my school encourage students to pursue vocational or technical training.	31.3	26.3	31.3	11.3	2.78	1.019
10	I am willing to participate in any vocational or technical training programme outside of school.	27.5	27.5	8.8	36.3	2.46	1.242
Cumulative Mean = 2.47 (Negative Attitude)							

Criterion mean = 2.50; S.D = Standard Deviation

Results showed that participants strongly agreed or agreed with three items (2, 8, and 9) out of ten listed in table 2 with a mean above the criterion score of 2.50 which resulted to a cumulative mean of 2.47 and standard deviation of 0.986, indicating a negative attitude towards skills acquisition among adolescents in Epe Metropolis.

*Research Question Two:* What is the level of awareness of value re-orientation counseling services among adolescents in Epe metropolis?

**Table 3: Level of Awareness of Value Re-Orientation Counseling Service Among School Adolescents**

Have you participated in value re-orientation counseling sessions?	Frequency	Percentage (%)	Decision	Remark
Yes	8	10.0	> 50%	Low
No	72	90.0		
<b>Total</b>	<b>80</b>	<b>100.0</b>		

Result in Table 3 showed that 8 participants representing 10.0% of adolescents had participated in value re-orientation counseling session while 72 participants representing 90.0% of secondary adolescents had never participated in value re-orientation counseling session. This implies that awareness level was low among school adolescents.

*Research Question Three:* What socio-economic factors influence adolescents' attitudes towards skills acquisition in Epe metropolis?

**Table 4: Socio-Demographic Factors Associated with Skill Acquisition Mindset of Adolescents**

Socio-economic factors		Participant Attitude		$\chi^2_{cal.}$	df	Sig.
		n (%)				
		Positive (+) mindset	Negative (-) mindset			
Sex	Male	4 (8.2)	45 (91.8)	0.474	1	.491
	Female	4 (12.9)	27 (87.1)			
Age	13-15 years	0 (0.0)	28 (100)	22.312*	3	.000
	16-18 years	2 (5.4)	35 (94.6)			
	19-21 years	3 (30.0)	7 (70.0)			
	22-24 years	3 (60.0)	2 (40.0)			
Household income	Below 50,000	3 (42.9)	4 (57.1)	11.212*	3	.011
	50,000-100,000	3 (13.6)	19 (86.4)			
	100,000-200,000	2 (5.7)	33 (94.3)			
	Above 200,000	0 (0.0)	16 (100)			

\*p < .05, N=80

Results in Table 4 showed the association between socio-demographic factors (sex, age, and household income) of participants and attitude towards skills acquisition (skill acquisition mindset) in Epe metropolis. It was indicated that two out of the three socioeconomic factors presented were significantly associated with skill acquisition mindset of participants in Epe metropolis. These socioeconomic factors are age of adolescents ( $\chi^2=22.312$ ,  $df=3$ ,  $p < .05$ ), and household income of adolescents ( $\chi^2=11.212$ ,  $df=3$ ,  $p < .05$ ). However, sex was not significantly associated with adolescents' skills acquisition mindset ( $\chi^2=0.474$ ,  $df=1$ ,  $p < .05$ ). These results implied that age and household income are factors that influenced adolescents' attitudes towards skills acquisition in Epe metropolis.

*Hypothesis:* Value re-orientation counseling services is not significantly effective in changing adolescents' attitudes towards skills acquisition for sustainable economic growth in Epe metropolis.

**Table 5: Effect Size of the Difference in Skills Acquisition Mindset of Participants and Non-Participants of Value Re-Orientation Counseling Service**

Groups	N	Mean	S.D	df	t	Sig.	g
Recipient of VROCS	8	28.63	3.517	78	47.128	.000	1.662
Non-recipient of VROCS	72	18.19	6.492				

VROCS = Value Re-Orientation Counseling Service; S.D= Standard Deviation; df= Degree of freedom; g (Hedges' G) = Effect size.

Results in Table 5 indicated that participants who were recipients of value re-orientation counseling services exhibited more positive attitudes towards skills acquisition ( $n = 8$ , Mean = 28.63, S.D= 3.517) compared to participants who were non-recipients of value re-orientation counseling services ( $n = 72$ , Mean = 18.19, S.D= 6.492). Further results showed that this difference was statistically significant at .05 alpha level which indicate a large effect size in the effectiveness of value re-orientation counseling services in

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changing adolescents' attitudes towards skills acquisition,  $t(78) = 47.128$ ,  $p < .05$ ,  $g = 1.662$ .

### **Discussion of Findings**

The study investigated the effect of value re-orientation counseling service on skills acquisition mindset of adolescents in Epe metropolis. Findings revealed that the current attitude of adolescents in Epe metropolis towards skills acquisition was negative. This means that there was negative perception among secondary school students towards skill acquisition. Adolescents' mindset in this regard denoted negative perceptions, expectations, and attributions that are associated with undesirable behavioural outcomes for skills acquisition. This often create a thought of giving less importance to practical skills acquisition, and poor willingness to participate in vocational and technical training programme after schooling. The current attitudinal mindset of participants in this study necessitates the need for a strategic intervention to re-orient adolescents' values towards skills acquisition. Acquiring new skills at adolescent stage would enhances career prospects and employability which will play a vital role in entrepreneurship and innovation. This finding corroborates with Mmuozoba's (2023) position that formal and informal learning opportunities requiring practical application and hands-on experience to develop proficiency among women and youth in Nigeria is limited. The finding equally affirmed the findings of Munubiyya (2017) who found that secondary schools and students are lacking in many significant areas of skills acquisition training. The finding however contradicts the result obtained by Okwelle and Ayonmike (2014) who found positive perception of youths on the values of vocational education and training in Nigeria. The reason could be that their study solely included Technical Vocational Education and Training (TVET) educators in higher institutions.

Findings also revealed that the level of awareness of value re-orientation counseling services among adolescents in Epe metropolis was as low as 10%. An implication that, one out of ten school-going adolescents is provided with value re-orientation counseling services in their community. Thus, providing a room for testing the potency of value re-orientation counseling in shaping skill acquisition mindset of students. The current study discovered that adolescents are not passionate to earn a living from their skillful handworks thereby leaving majority financially uncertain in their future job prospect. This is similar to the benefit of re-orientation counseling identified by Ebebuwa-Okoh (2010) that the strategy can enhance adjustment of students in their educational pursuit and interactions with others which could provide them with skills for self-management. Value re-orientation counseling also emphasize on career prospects of adolescents by providing vocational guidance early to identify children's potentials and provision of appropriate curriculum (Ossai, 2009). In this regard, both technical, physical and social skills are identified and developed to enhance their earning potentials for sustainable economic growth. The above finding also buttressed the recent finding by UNICEF (2021) that adolescents are using digital spaces primarily for entertainment and leisure, rather than for exploring opportunities for skill development and active engagement. Through their engagement on social media, they are picking up skills such as communication, team building, cross-cultural learning, and entrepreneurial acumen, but these spaces are not fostering essential technical and analytical skills such as critical thinking and advanced digital literacy, thereby limiting

adolescents' digital potential. This called for an extension in counselling service to support school adolescents to realise their potential.

Findings also revealed that age and household income are socio-demographic factors influencing adolescents' attitudes towards skills acquisition. Higher age of adolescents was associated with positive skill acquisition mindset and in the same vein, low household income family was found associated with positive skill acquisition mindset. The direction of this finding is as expected because it highlights the tendency for low future job prospect among high income families. This partly aligns with the findings of UNICEF (2021) that found girls, adolescents from younger age groups, and those from rural areas are less likely to effectively protect themselves, due to limited knowledge and stigma associated with bullying when enrolled in vocational and technical training. The research also found that value re-orientation counseling services was largely effective in changing adolescents' attitudes towards skills acquisition. Adolescents who had participated in value re-orientation counseling session exhibited a more positive mindset towards skills acquisition compared to their counterparts who had never participated in value re-orientation counseling. The current outcome of this study implied that value re-orientation counseling services have practical significance in changing adolescents' attitudes towards skills acquisition with an effect size of 1.7. What this portrays is that, skill acquisition mindset of school adolescents that received value re-orientation counseling was at the 95.5 percentile. This effectiveness also points that approximately 95.5% of average secondary school students receiving value re-orientation counseling session would exceed eighty-five percent of students not under value re-orientation counseling session in pursuing practical skills for sustainable economic growth. The finding agreed with the position of Ekpang et al. (2020) core values (honesty, discipline, courage, justice, and right attitude to work) can be instilled in individuals to enhance economic life. Ekpang et al. (2020) further averred that if counselling techniques such as releasing emotional tension, effective communication techniques, clarified thinking techniques, performance counselling techniques, among others, are well utilized by the counsellor, and youths in school and people in positions of authority are statutorily made to consult the counselling centres at regular intervals, there will be significant improvement in all strata of Nigeria's national life. There is an urgent need for the citizenry to be systematically given re-orientation towards upholding the core values of the Nigerian nation. It concludes that there is urgent need for the people to be systematically given reorientation towards sustenance of the core values. According to Bandekaji et al. (2020), counselling services for value re-orientation include individual sessions, workshops, and group discussions, creating a supportive environment for students to reflect on their values, address conflicts, and develop strategies for living in alignment with their identified values. Situating the efficacy of values re-orientation counselling in literature, Yunusa (2022) found that values re-orientation counselling have influence on national security and political stability.

## **Conclusion**

Skills acquisition for adolescents is of great importance as it equips young students with the knowledge, abilities, and competencies necessary to navigate the challenges of the modern world and succeed in personal and professional endeavours. Skills acquisition empowers youths to become economically independent. By gaining marketable skills, school adolescents can secure stable employment, start their own businesses, or engage

in freelance work. This financial independence would enable them to support themselves, contribute to their families and communities, and break the cycle of poverty. In conclusion, counselling for value re-orientation at the secondary school level is vital for supporting school adolescents' skill acquisition mindset. This study revealed that value re-orientation counselling services was effective in changing adolescents' attitudes towards skills acquisition in Epe metropolis. By assisting students in exploring and aligning their values, this counselling approach contributes to overall well-being and success in educational and future career prospects.

## Recommendations

The following recommendations were suggested based on the findings of this study:

1. School counselors should consider using value re-orientation counseling to identify students with practical skills potentialities and help cultivate the right attitudes and values needed for skills acquisition.
2. Government should pay attention to the implementation of value re-orientation services in public secondary schools by engaging counseling professionals to resuscitate this guidance service within the school setting.
3. School counsellors should be trained to become professional value re-orientation counseling expert to assist in executing this counselling service in public schools.
4. Facilities, such as workshops, studios and laboratories should be provided, rehabilitated and renovated where necessary for skills acquisition training in public secondary schools.

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