

## PEER PRESSURE AND SOCIO-ECONOMIC STATUS AS CORRELATES OF SCHOOLING ADOLESCENTS' INTEREST IN ACQUISITION OF ENTREPRENEURIAL SKILLS IN ENUGU EAST

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### Abstract

*The study examined the relationship among peer pressure, socio-economic status and schooling adolescent's interest in acquisition of entrepreneurial skills in Enugu East. It adopted a correlation survey research design. Two research questions and two null hypotheses guided the study. The population of the study comprised all 1185 senior secondary two(SSII) schooling adolescents in nine secondary schools in Enugu East. Sample for the study was 390 respondents selected through multi-stage sampling technique. The instrument used for data collection for the study was researchers' made questionnaire titled "Peer Pressure, Socio-Economic Status and Schooling Adolescents' Interest in Acquisition of Entrepreneurial Skills Questionnaire (PPSESSAIAESQ)". The instrument was validated by experts in the Faculty of Education, University of Nigeria Nsukka. The reliability of the instrument was estimated at 0.74 which was considered reliable enough for the study. Pearson Product Moment Correlation Co-efficient and Regression Analysis were used for data analysis. The findings of the study include: there exists a moderate but positive relationship between peer pressure and in-school adolescents' interest in acquisition of entrepreneurial skills. Furthermore, there exists moderate but positive relationship between socio-economic status and in-school adolescents' interest in acquisition of entrepreneurial skills. Based on the findings of the study, a conclusion was drawn that there is positive relationship among peer pressure, socio-economic status and in-school adolescents' interest in acquisition of entrepreneurial skills. Thus, it was recommended among others that schooling adolescents should be encouraged to acquire entrepreneurial skills in schools through positive peer interaction. This would promote peer tutorial in secondary schools in the area of the study in particular and Nigeria in general.*

**Keywords:** Peer Pressure, Socio-Economic Status Students, Interest, Entrepreneurial Skill Acquisition

## **Introduction**

Adolescents are very important set of people all over the world. The destiny of every nation lies in their hands. They are future potential leaders and it is therefore expected that the adolescents should bring about all round development in the nation. Contrary to this expectation, some adolescents do not possess essential skills that promote useful living in the society. World Health Organization (WHO) (2015) defined adolescence as the period of life between 10 and 19 years of age. Adolescence is characterized by a series of rapid transformations in the physical, emotional and social identities. Muhamad, Noordin and Abduliah (2006) defined adolescents as individuals who are in primary or secondary school. In operational terms, schooling adolescents are students in senior secondary schools who are between the ages of 14 and 21 years.

Nigeria Educational Research and Development Council (NERD has introduced entrepreneurship education or 34 trade subjects in Senior Secondary Schools in the country to help schooling adolescents to acquire necessary skills that will help them to function adequately in the society. These subjects are examined by West African Examination Council (WAEC) and National Examination Council (NECO) in West African Senior Secondary Certificate Examination (WASSCE) and Senior Secondary Certificate Examination (SSCE). The programme is targeted at equipping individuals with the entrepreneurial skills and attributes with which to set up business (Fernald, 2012). Education is the greatest gift parents and the nation can give to the young ones. Ikechukwu-Ilomuanya (2017) defined education as a tool for overall change in economic and social development. This suggests that education is a means of imparting knowledge in people, and helping them to develop their skills for their own good as well as for the good of the society. Thus, education is the foundation of the development of any society in all spheres of life. Education develops individuals academically, socially, culturally, economically, politically, technologically and otherwise thereby bringing about total development of the individuals. It helps individuals to discover their potentialities which can help them to function maximally in the society.

The broad aim of secondary education as stated in the National Policy on Education is preparation for useful living within the society (FRN, 2017). This implies that individuals should be trained to acquire entrepreneurial education so that they can become useful to themselves, and the society at large. Entrepreneurship education is a lifelong learning process which starts as early as elementary school, progresses through all the other levels of education as well as outside the formal education system (Ezea, 2017). The programme

targets at helping individuals to acquire entrepreneurial skills and attributes with which to set up business (Fernald, 2012). To acquire could be seen as to obtain, get, or take possession of something. Skills refer to ability to carry out a task with determined result often within a given amount of time, energy or both. Entrepreneurial skills on the other hand are those skills that are required for one to start to develop, finance and succeed in one's own business (Ikechukwu-Ilomuanya, 2017). Thus, entrepreneurial skills imply those abilities and capacities acquired through deliberate, systematic and sustained effort to smoothly and adaptively carry out complex activities. To Oporum and Akoloh (2016), entrepreneurial skills are those abilities that an individual uses to exploit ideas and create an enterprise that can be beneficial to oneself and others in society.

Entrepreneurial skills can be in form of those general or common skills that every entrepreneur must require and apply for business success. These include: planning, motivation, creativity, decision-making, marketing skills among others. Anyaegbunam (2015) argued that entrepreneurial skills can also mean those specific skills that individuals must acquire to start up a particular business such as farming skills (both crops and animals), catering and home management skills, fashion and businesses to contribute their quota in the family and community development. Entrepreneurial skills serve as empowerment tools into business ventures to make profit. They are those abilities, capabilities and techniques that one acquires through training, practice or experience to enable him or her start up a business. Anyaegbuna (2015) submitted that the common entrepreneurial skills include communication, strategic formula, financial and stress management skills. Other entrepreneurial skills include farming skills, fashion and designing, catering and management, hair-dressing, bead-making, bakery, soap making and others. This implies that entrepreneurial skills are the skills of engaging and succeeding in the afore-mentioned businesses

Entrepreneurial skill acquisition training which borders on psychomotor domain is given to schooling adolescents to enable them acquire skills (capacities and potentials) through training, practice and experience to enable them become self-reliant. Contextually, entrepreneurial skill acquisition are those skills secondary school students obtain through training, education, practice, experience or imitation to enable them establish their own cosmetology, bag/shoe making; bead-making; hair dressing; home-based bakery, farming such as poultry, fishery, piggery, snail farming, vegetables and others. Skill acquisition involves interest, personal involvement and devotion of time. Entrepreneurial skill acquisition is aimed at helping the students to become economically independent or self-reliant. It is an

instrument for promoting environmentally sound, suitable development and eradicating poverty. For students to acquire these skills that will help them to be self-independent, self-reliant and self-sufficient, they must have interest in the course. . If the secondary school students are not encouraged to acquire entrepreneurial skills, the future of this country will be in jeopardy.

The place of interest in the attainment of educational goals cannot be over emphasized.

Nworgu and Okeke (2011) defined interest as an emotionally oriented behavioural trait which determines a student's urge and vigour to tackle educational programmes or other activities. This definition suggests that interest is the feeling that accompanies special attention to an object or class of objects. Similarly, Ogundola (2013) viewed interest as emotionally oriented behavioural trait which determines enthusiasm in tackling educational programmes or other activities. Interest is defined as the attraction which forces or compels a student to respond to a particular stimulus (Okorie, 2018). Thus, it is an aspect of affective domain that has to do with one's readiness to like or dislike something, and could be aroused in an individual by any activity that tends to satisfy the individual's need. Interest is a subjective feeling of concentration or persisting tendency to pay attention and enjoy some activity or content. Operationally, interest has to do with a students' likes or dislikes. It is the willingness a student has in entrepreneurial education that encourages him/her to undertake and accomplish a given task effectively within the specified time. It is also what determines whether a student will be attracted, get the best and make good representation of an experience.

Researches have shown that interest plays very vital role in acquisition of entrepreneurial skills and that the learning ability of an individual can be increased by improving such individual's interest. Depauola and McLaren (2006) stated that interest stirs participation and consequently achievement. Also, positive interest correlates positively with high performance in school subjects while negative interest correlates with low performance. The author added that high performance in a subject could stimulate positive interest while low performance produces hatred to the learning task in entrepreneurial skills. . Lack of interest could make the learner to actively resist instructions. Observations from the class teachers revealed that lack of interest make students to show lukewarm attitude towards acquisition of entrepreneurial skills. Some students are found sleeping and chewing biscuits while the lesson is going on. Consequently, after their graduation, the rate of rural-urban migration and unemployment seems to increase. Unemployed graduates from secondary schools constitute nuisance to the society. Interest could be determined using inventory. Inventory refers to a scale for measuring the

degree of likeness or dislikeness of a subject by the students (Depauola and McLaren, 2006). Though some students may be intellectually and physically capable of learning, they may never learn until their interest is stimulated. Once the students are stimulated, they will continue to learn as long as the teacher is capable of sustaining their interest in the subjects or skills. This is because interest is a precursor of attention and once there is direct interest, attention is guaranteed and learning is assured.

A student is not likely to perform well in a programme he/she does not have interest in. No wonder, Ezea (2014) stated that the failure by students to do well in a test could be attributed to lack of interest and use of inappropriate methods. Hence, interest becomes a factor that is crucial and has to be put into consideration in entrepreneurial skill training. The author further stated that the students' interest is very important in learning any vocation because the interest of the students in many ways is a reflection of their needs as well as strong indicator of the relevance they attach to it. Thus, entrepreneurship teachers should identify and know when and where learners have developed interest in lessons and take advantage of their interest levels to deliver instructions. Murgor (2013) argues that lack of interest prevents most students from acquiring the right skills. This study would find out whether students' interest in acquisition of entrepreneurial skills has a relationship with peer pressure.

A peer is a person who is approximately the same age as another. In most cases, peers are heavily influenced by others of their age group (Ikechukwu-Ilomuanya & Onyechi, 2018). In many cases, peers are heavily influenced by others of their age bracket where ever they find themselves. A good degree of learning occurs within peer interaction. Peer pressure refers to influence of friends on each other which could induce changes in the mental and emotional behaviour by the people belonging to same group with similar interest, age, background and social status (Sijtsema, etel 2010). In operational terms, peer pressure is a force exerted by schooling adolescents that are of the same age bracket which influences their ideas, values and behaviours either positively or negatively. In this study, the researchers ascertained the relationship between socio-economic status of schooling adolescents ant their interest in acquisition of entrepreneurial skills in secondary schools. Peer pressure in schools could be seen in group norms, group activities and group conformity. However, the researcher s went further to determine the relationship between socio-economic status and schooling adolescents' interest in acquisition of entrepreneurial skills.

Socio-economic status refers to the measure of influence that the social environment has on individuals, families, communities and schools (Ray,

2007). On the other hand, Arthur (2009) viewed socio-economic status as the measure of an individual's family economic and social position based on the amount of wealth the individual has which can be determined by looking at the family's income and assets. This implies that socio-economic status means relative standing in the society based on income, power, background and prestige. In operational terms, socio-economic status refers to the position of parents in relation to others in the society with respect to education, money, social class and achievements. Parents' socio-economic status can have relationship with schooling adolescents' interest in acquisition of entrepreneurial skills. This has been established by researchers in empirical studies. Salifu (2014) and Ikechukwu-Ilomuanya, Iwuagwu and Obidoa (2018) who reported that there is a relationship between socio-economic status and students' interest and academic achievement. A student from low socio-economic background may lack necessary materials for effective learning in school and in some cases may drop out of school. A study conducted by UNICEF earlier in (2005) reported that where some families do not have sources of relevant educational materials or resources, it can have negative effect on students' achievement and interest in school work.

There is a general concern of schooling adolescents' inconsistency in acquisition of entrepreneurial skills. Observations have shown that despite the importance of acquisition of entrepreneurial skills in secondary schools emphasized by the government, students graduate every year without the necessary skills that will help them to be self-reliant in Enugu East. Ndubuisi (2012) lamented that students graduate every year without the necessary skills that will help them to be self-reliant. According to eye witnesses, after graduating from secondary schools, some students do not make it to higher institutions of learning such as universities, polytechnics, and colleges of technology and education. The school leavers face the problem of unemployment. This has increased the rate of rural-urban migration in Nigeria in general and Enugu East in particular. Inability of the students to acquire adequate entrepreneurial skills could be due to lack of students' interest in the subject, lack of exposure to adequate curricular content and other relevant facts like teachers' poor method of teaching and lack of teaching learning materials. No wonder Ezea (2014) observed that failure of students to do well in the test could be attributed to lack of interest and use of inappropriate methods. Similarly, Nwogo and Okeke (2011) earlier argued that a teacher can only sustain students' interest in learning by involving them actively in the lesson. Thus, interest becomes a factor that is crucial and has to be put into consideration during entrepreneurial skill training. Unless the teacher stimulates students' interest in learning, students' achievement will be

minimal. It is essential that entrepreneurial education teachers use teaching methods which ensure students' interest and active involvement in learning.

There has been a gap in the acquisition of entrepreneurial skills by the students that is expected to make them self-reliant and self-sufficient upon graduation from secondary schools. Unemployed secondary school graduates in the study area constitute nuisance to the society. They engage in different forms of social vices such as drug abuse, armed robbery, gambling, kidnapping, prostitution among others. Considering the huge amount of money invested in entrepreneurial skill acquisition in schools by the government and increase in unemployment rate, rural urban migration, and all forms of anti-social tendencies among secondary school graduates, this study investigated peer pressure, socio-economic status as correlates of schooling adolescents' interest in acquisition of entrepreneurial skills in secondary schools in Enugu. East.

The following research questions and hypothesis guided the study:

- What is the relationship between peer pressure and schooling adolescents' interest in acquisition of entrepreneurial skills?
- What is the relationship between socio-economic status and schooling adolescents' interest in acquisition of entrepreneurial skills?
- There is no significant relationship between peer pressure and schooling adolescents' interest in acquisition of entrepreneurial skills.
- There is no significant relationship between socio-economic status and schooling adolescents' interest in acquisition of entrepreneurial skills.

## **Method**

The study adopted a correlation survey research design. The justification for the choice of this design for the study was informed by the fact that it enabled the researchers to ascertain from the opinions of the respondents if peer pressure and socio-economic status have relationship with schooling adolescents' interest in acquisition of entrepreneurial skills. The study was carried out in Enugu East. The justification for the choice of this area for this study was informed by the fact that out of school adolescents in the area roam the streets and cause havoc to the people of the area as a result of unemployment and lack of acquisition of entrepreneurial skills. The inhabitants of the area are farmers. Their farm produce include; palm oil, vegetables, cassava, maize and others. However, some of them are educated and work in the civil service. The population of the study consisted all 1185 senior secondary two (SSII) in nine public secondary schools in Enugu East. The sample for the study was 390. Multi-stage sampling technique was

employed in the study. First, simple random sampling technique was used to select a local government area (LGA) out of four local government areas in Enugu for the study. Purposive random sampling technique was used to select three public secondary schools for the study. This technique ensured that only students in SSII were used for the study.

The justification for using SSII class for the study was informed by the fact that the students are not involved in any external examination but need to acquire the entrepreneurial skills that will help them to be self-reliant since they will be graduating from secondary school next year. The instrument used for data collection for the study was Peer Pressure, Socio-Economic Status and Schooling Adolescents' Interest Inventory on Entrepreneurial Skill Acquisition (PPSESSAIAESQ). The instrument was made up of 30 items which elicited information on peer pressure, socio-economic status and schooling adolescents' interest on acquisition of entrepreneurial skills. The instrument was designed on 4-point rating scale of Strongly Agree (SA: 4 points), Agree (Agree: 3 points), Disagree (D: 2 points) and Strongly Disagree (SD: 1 point). The instrument was validated by two experts in Guidance and Counseling and one from Measurement and Evaluation, all from Faculty of Education, University of Nigeria Nsukka. To ensure the reliability of the instrument, it was trial tested on 20 schooling adolescents in Enugu North which is outside the study area. Cronbach Alpha method was used to estimate the internal consistency of the instrument and a reliability co-efficient of 0.74 was obtained which was considered high enough that the instrument is reliable. Pearson Product Moment Correlation Co-efficient and Co-efficient of Determination were used to answer the research questions while Linear Regression Analysis was used to test the hypotheses at 0.05 level of significance.

**Results**

**Table 1: Pearson Moment Correlation Co-efficient Analysis of the Relationship between Peer Pressure and Schooling Adolescents' Interest in Acquisition of Entrepreneurial Skills**

<b>Variable</b>	<b>Mean</b>	<b>Std.</b>	<b>N</b>	<b>r</b>	<b>R<sup>2</sup></b>
Peer Pressure	33.60	8.62	390	0.64	0.41
Interest in Entrep Edu.	32.49	8.04			

a=0.05, R<sup>2</sup>= co-efficient of determination

The data in Table 1 shows that the correlation obtained peer pressure and schooling adolescents' interest in acquisition of entrepreneurial skills was 0.61. This means that there exists a moderate positive relationship between

peer pressure and students' interest in acquisition of entrepreneurial skills. The table also indicates that the co-efficient of determination ( $r^2$ ) associated with the correlation coefficient of 0.64 was 0.41. The coefficient of determination ( $r^2$ ) indicates that 41% of peer pressure has relationship with schooling adolescents' interest in acquisition of entrepreneurial skills. This indicates that 59% of variation in peer pressure and interest in entrepreneurial skill acquisition among schooling adolescents is attributed to other factors not studied (such as availability of teaching materials, teaching methods and class size) other than peer pressure.

**Table 2: Regression Analysis of Relationship between Peer Pressure and Schooling Adolescents' Interest in Acquisition of Entrepreneurial Skills**

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	20252.565	1	20252.565	532.120	0.00
Residual	2888.558	387	38.060		
Total	49140.223		389		

**a=0.05= Significant**

Data in Table 2 shows that an F-ratio of 532.12 with associated probability value of 0.00 was obtained. The probability level is less than the level of significance of 0.05 level. The null hypothesis is therefore rejected. Inference drawn is that there is a significant relationship between peer pressure and schooling adolescents' interest in acquisition of entrepreneurial skill.

**Table 3: Pearson's Product Correlation Co-efficient Analysis of Relationship between Socio-Economic Status and Schooling Adolescent's Interest in Acquisition of Entrepreneurial Skills**

Variable	Mean	Std.	n	r	R <sup>2</sup>
SES	65.11	12.32	390	0.67	0.45
SIAAES	26.47	11.72			

a=0.05, R<sup>2</sup>= co-efficient of determination

The data in Table 3 shows that the correlation coefficient obtained for socio-economic status (SES) was 0.67. This means that socio-economic status has a moderate positive relationship with students' interest in acquisition of entrepreneurial skills. The coefficient of determination ( $r^2$ ) associated with the correlation coefficient 0.67 was 0.45. This coefficient of determination ( $r^2$ ) indicates that 55% of the variation is attributed to other factors not studied

(Like class size, availability of teaching learning material, and teachers' teaching methods) other than peer pressure.

**Table 4:Regression Analysis of Relationship between Socio-Economic Status and Schooling Adolescents' Interest in Acquisition of Entrepreneurial Skills**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	21990.126	1	21990.126	614.149	0.00
Residual	27150.098	388	35.771		
Total	49140.223	389			

**a=0.05= Significant**

Data in Table 4 shows that an F-ratio of 184.77 with associated probability value of 0.00 was obtained. The probability level is less than the level of significance of 0.05 level. The null hypothesis is therefore rejected. Inference drawn is that socio-economic status has a significant relationship with schooling adolescents interest in acquisition of entrepreneurial skills.

### Discussion

The study found that there exists a moderate positive relationship between peer pressure and schooling adolescents' interest in acquisition of entrepreneurial skills. This finding tallies with the findings of Ikechukwu-Ilomuanya and Onyechi (2018) that found that the peers influence their members in their activities and behaviours as a result of their group norms and expectations. The regression analysis of the relationship between peer pressure and student' interest in acquisition of entrepreneurial skills shows a significant relationship between peer pressure and students' interest in acquisition of entrepreneurial skills. This finding is consistent with the finding of Abonyi (2005), Ndubuisi (2012) that discovered that peer pressure significantly predicts the behaviour and decision of peer members. The finding of the study is also consistent with the finding of Mosha (2017) who submitted that peer pressure influenced students' academic performance. However, the finding of this study contradicts the report of Vangie, Moldes, Biton, Gonzaga, and Moneva (2019) that discovered that there is a strong correlation between peer pressure in terms of social belongingness, curiosity, cultural-parenting orientation, parents' education and students' performance.

A student is not likely to perform well in a programme he/she does not have interest in. No wonder, Ezea (2014) stated that the failure by students to achieve or do well in the test could be attributed to lack of interest and use of

inappropriate methods. Hence, interest becomes a factor that is crucial and has to be put into consideration during entrepreneurial skill training. Nworgu and Okeke (2011) submitted that students' interest in any learning activity is sustained by the active involvement of the learner in all aspects of the learning process. Unless the teacher stimulates students' interest in learning, students' achievement will be minimal. Hence, it is essential that entrepreneurial education teachers use teaching methods which ensure students' interest and active involvement in learning. Therefore, to stimulate and sustain students' interest becomes one of the most important tasks of teachers because interest is useful in predicting the success in achievement in acquisition of entrepreneurial skills.

Furthermore, there exists moderate positive relationship between socio-economic status and schooling adolescents' interest in acquisition of entrepreneurial skills. The finding of this study is in agreement with that of Ikechukwu-Iloмуanya, Iwuagwu and Obidoa (2018) that found out that low socio-economic status is instrumental to early withdrawal from secondary school as parents from the lower class may not be able to afford all that it takes to retain their children in secondary school. The finding of the study also tallies with the finding of UNICEF (2005) and Salifu (2014), which found out that parents' income and educational level has the highest contribution to interest and academic achievement of the students in school. However, other factors not studied such as family size, climate and the school climate may bring about lack of interest in acquisition of entrepreneurial skills by the schooling adolescents.

Regression analysis between socio-economic status and schooling adolescents' interest in acquisition of entrepreneurial skills reveals that socio-economic status significantly relates with schooling adolescents' interest in acquisition of entrepreneurial skills. This finding corroborates the finding of, Salifu (2014), and Ikechukwu-Iloмуanya, Iwuagwu and Obidoa (2018) that socio-economic status has a relationship with schooling adolescents' interest in acquisition of entrepreneurial skills. This is evident in moderate correlation and the corresponding coefficient of determination. Also, regression analysis on socio-economic status and schooling adolescents' interest in acquisition of entrepreneurial skill revealed that there is a significant relationship between socio-economic status and schooling adolescents' interest in acquisition of entrepreneurial skills. This is evident in moderate correlation and the corresponding coefficient of determination.

### **Conclusion**

Based on the findings of the study, a conclusion was drawn that there is a positive relationship among peer pressure, socio-economic status and schooling adolescents' interest in acquisition of entrepreneurial skills in secondary schools. Therefore, students should be stimulated to acquire entrepreneurial skills that will make them to be self-sufficient, self-independent and self-reliant when they graduate from secondary school. Also, all the stake holders in education should provide the schooling adolescents with all the resources needed in school for entrepreneurial skill development of schooling adolescents.

### **Recommendation**

Based on the findings of the study, the following recommendations were made:

1. Workshops should be conducted for teachers that teach entrepreneurship in secondary schools by counselors on how to arouse students' interest in skill acquisition.
2. The various governments, non-governmental organizations and concerned individuals should sponsor peer tutoring in secondary schools.
3. Teaching learning materials should be provided by the government and concerned individuals for entrepreneurial skill straining in schools.

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