

# THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

## Effect of Home Background on Academic Performance of Technical College Students in Ebonyi State, Nigeria

**Okolie Ugochukwu C.**

Department of Technology and Vocational Education, Ebonyi State University, Abakaliki, Nigeria

**Inyiagu Emmanuel E.**

Department of Technology and Vocational Education, Ebonyi State University, Abakaliki, Nigeria

**Elom Elisha N.**

Department of Technology and Vocational Education, Ebonyi State University, Abakaliki, Nigeria

**Ndem Joseph U.**

Department of Technology and Vocational Education, Ebonyi State University, Abakaliki, Nigeria

**Nwuzo Alphonsus C.**

Department of Primary Education Science, Ebonyi State College of Education, Ikwo, Nigeria

### **Abstract:**

*This study was designed to examine the effect of home background on the academic performance of technical college students in Ebonyi State. The study adopted descriptive survey research design due to the nature of the problem investigated and was conducted in four technical colleges in Ebonyi States of Nigeria. Total populations of 420 people were used for the study, out of which 300 respondents were randomly selected. The instrument for data collection was a structured questionnaire that reflected the research questions. A test-re-test reliability was used and collected data was analyzed using frequency count, percentage for variables and the hypotheses generated were tested using t-test analysis of variance (ANOVA) and pair-wise turkey test comparison at 0.05 significance. Findings among others revealed that socio-economic status of the home has a great impact on students' academic performance; poor home environment and single-parent household also affects academic achievement of students. Based on the findings of the study, recommendations were made.*

**Key words:** Home Background, Technical College, Family life styles, Academic Performance

### **1. Introduction**

The quest for self-reliance in industrial and technological growth and development boils down to the need for skilled personnel who will judiciously utilize abundant resources in Ebonyi state and technical college graduates are expected to be able to judiciously utilize the abundant resources. Over the years, the investigations of the factors that the Influence academic performance of students have attracted the interest and concern of teachers, counsellors, psychologists, researchers and school administrators in Nigeria (Agulanna, 1999).

Poor performance of technical college students affects rate of technological advancement in the country. A student's performance is how well an individual fulfils the role of a student in an educational institution. Students' performance involves factors such as sex of the student, home background and family related issues, student's race/ethnicity, school effort, extra curriculum activities, deviant behaviour and disabilities. The effects that sex has on the student's academic achievement has been debated and heavily researched over the past decades (Eze, 2002). Past research has indicated an academic achievement gap between the sexes, with the boys ahead of the girls. However, more recent research has shown that the achievement gap has been narrowing and that in some instances girls have higher academic achievement than boys (William, 2005). For example, girls have been found to exert more effort at schools leading to better school performance these days. Naturally, the girls are assumed to perform better in reading than male, while boys perform better in mathematics and science (William, 2005).

The responsibility of training a child always lies in the hand of the parents. This is congruent with the common assertion of the sociologists that education can be an instrument of cultural change. It is not out of place to imagine that parental socio-economic background and the general home background of students can have possible effects on their academic achievements. Also, the development environment of children would possibly affect their education or disposition to it. Over the years, the investigations to the factors that influence academic performances of technical education students have attracted the interest and concern of teachers, counselors, psychologists, researchers and school administrators in Nigeria. This is because of the public outcries concerning the low standard of technical education in the country (Okolie and Nwuzo, 2013). The declining quality of technical college education in the country and the breeding of graduates with little or no technical know- how has resulted in serious

setbacks to the industrial development of the nation. Different factors are capable of influencing the academic performances of technical college students. Such factors may be the student's internal state (Intelligence, state of health, motivation, anxiety etc) and their environment (availability of suitable learning environment, adequacy of educational infrastructure and facilities like textbooks and well as laboratories). Also, parental status as well as home background is one of such variables.

## 2. Technical Colleges

Technical Colleges on the other hand, were created for students who want to skip the general education courses and start with the real work. It is supposed to be a school in which a person can earn a training certificate in a specific area for specific career path (Adebayo, 2003). Technical Colleges according to Inyiagu, (2005), are regarded as the principal vocational institutions in Nigeria. They give full vocational training intended to prepare students for entry into various occupations; they train craftsmen in auto-mechanics, plumbing, carpentry and joinery, cabinet making etc. They admit junior secondary school leavers who do not want to go to senior secondary and provide them with full vocation courses of three years duration. Adegbile (2002) stated that Technical Colleges are institutions where scientific knowledge and practical skills required for specific trade; employment or professionals, craftsmen, technician, technologist, scientist or similar levels in business, are imparted or taught. Also, Eze, (1990) stated that Technical Colleges sprang up from the traditional liberal arts, humanity and theology and evolved into the class of tertiary institutions designated as polytechnics, in the United Kingdom (U.K.).

Empowering youths with job skills is important in view of the negative consequences associated with joblessness as well as the increase in social ills among young people (Okolie, 2014). There is the need to pursue the benefits of skill training in Technical Colleges. Technical Colleges have continued to train youths for the acquisition of requisite competence or mastery (Ayonmike, 2010). According to Okoro (1993), Technical Colleges sometimes admit students who have the First School Living Certificate and give them six years vocational training where it is difficult to attract enough junior secondary school leavers into its vocational programmes. According to Adegbile, (2002), Technical Colleges are saddled with the task of providing, imparting or teaching practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economy and social life, as such, should provide training on the acquisition of relevant and needed skills to meet the demand of modern commerce, technologies, related sciences and industries (N.P.E., 2004).

Technical College can help to create a learning situation which is convenient, efficient and helpful to those who want to expose other career fields (Bankole, 2005). According to Abdullahi (2005), Technical College is that section of technology education meant for production of craftsman at the craft level and master craftsman at the advanced craft level. The subjects offered in Technical Colleges according to Okwori (2012), leads to the award of the National Technical Certificate (N.T.C) by the National Business and Technical Examination Board (NABTEB). The foundation for building a veritable Technology Education in any society is the technical college programme, the quality of which depends highly on the kind of management accorded it in that society (Okolie, 2014).

## 3. Home background on academic performance

Home background affects students' life outside the school; and it is the most important influence on students' learning. Some of these family background factors include socio-economic status, two-parents versus single parent households, divorce, parenting practices and aspirations, material characteristics, family size, and neighborhood (Majoribanks, 1996). The environment at home is a primary socialization agent and influences a child's interest in school and aspirations for the future. The socio-economic status of a child is most commonly determined by combining parent's education level, occupational status and income level (Jeyness, 2002).

Studies have repeatedly found that socio-economic status affects students' outcomes (Baharudin and Luster, 1998, Jeynes, 2000, Eamon, 2005, Majoribanks, 1996, Hochschild, 2003). Students who have a low socio-economic status earn lower test scores and are more likely to drop out of school (Eamon, 2005, Hoshschild, 2003). Low socio-economic status students have been found to score about 10% lower on the National Assessment of Education Programs than higher socio-economic status students (Hoshschild, 2003). It is believed that low socio-economic status of the student negatively affect academic achievement because low socio-economic status prevents access to vital resources and creates additional stress at home (Eamon, 2005).

## 4. Parental Attitude

The amount of encouragement and interest shown by parents affect to a large extent the educational aspiration and achievement of their children. Technical college programme is sometimes seen as a course of study for the never to do well students; most parents see technical college as a dumping ground for candidates who could not pass their dream courses (Okolie, 2014). For this, students who willingly wish to study in technical colleges suffer lack of encouragements and supports. Nzewunwah, (1995) stated that how much a child aspires or achieves is largely dependent on the kinds of home he belongs and how much encouragements he gets from his/her family members. A student whose parents takes great deal of interest in what he does at school and supports him/her by providing lots of books, study materials and encouragement have lots of activity and she/he has a great advantage over the person whose parents do not give any kind of attention.

The researcher's interest was to create awareness of the importance of the home environment on student's academic performance. The home has a great influence on the student's psychological, emotional, social and economic state. In the view of Ajila and Olutola (2007), the state of the home affects an individual since the parents are the first socializing agents in the individual's life. This is because the home background and context of a child effects his reaction to life situations and his level of performance. The home lays the psychosocial, moral and spiritual foundations in the overall development of the child and it is against this

background, that the study was being undertaken to empirically investigate the possible contributions of home background on academic performance of technical college students in Ebonyi State Nigeria.

### 5. Statement of the Study problem

Studies have shown that several graduates of Technical Colleges in Nigeria are not employable and cannot be self-reliant due to poor academic performances while in school (Miller, 2005; Abdullahi, 2003). In line with findings of Okolie (2014), most of these technical college graduates roam the streets in search for government's white collar jobs, which are not readily available in the public sector. While some are not employable, some are employed in other areas different from their field of study. Most of them employed in the industries are unable to handle machines or perform positively. The resultant effect is graduates involvement in criminal activities. According to Miller (2005), an unwholesome aspect of youth unemployment is visible idleness, whereby graduates congregate at bar and eating places to drink or converse or smoke marijuana, for substantial parts of the day. These types of meeting places promote development of street gangs and criminal activities Okolie, 2014). Okoro (1994) argued that individuals who are not able to secure legitimate and gainful employment set to acquire what they may consider their own share of their nation's wealth through illegal and criminal means. Majority of prison inmates in the country are unemployed graduates, crime and drug abuse are on the increase among youths due to lack of jobs and where the jobs are available in the industries, the graduates becomes unemployable as a result of poor academic performance. Based on the researcher's observations, it is believed that intellectual ability, poor study habit, achievement motivation, lack of vocational goals, low self-concept, low socio-economic status of the home, poor home structure and anxiety contributes to poor performance of technical college students in Ebonyi State Nigeria.

### 6. Purpose of the Study

The general purpose of this study was to find out the effect of home background on academic performance of technical college students in Ebonyi state Nigeria. Specific the intends to;

- Determine the extent to which socio-economic status of the home affect the student's academic performance.
- Determine the extent to which home environment affect the academic performance of the students.
- Determine how home life style affect academic performance of the students.
- Determine strategies for improving academic performance of technical college students.

### 7. Research Questions

Having stated the purpose of this study, the following research questions will be answered by the study;

- To what extent does socio-economic status of the home affect the student's academic performance?
- To what extent does home environment affect academic performance of the students?
- How does home life style affect academic performance of the students?
- What are strategies for improving academic performance of technical college students?

### 8. Research Methodology

The study adopted descriptive survey research design due to the nature of the problem investigated and was conducted in two technical colleges in Ebonyi States. Research design according to Uzoagulu (1998) can be described as an outline, a general arrangement or plan from which something may be made. Nworgu (2001) stated that a research design is a plan or blueprint which specifies how data relating to a given problem should be collected and analyzed; it provides the procedural outline for the conduct of any given investigation. Random technique was used and the sample comprised of senior students in each of the colleges chosen for the study.

Total of 420 students were given questionnaires to answer for the study. Out of the 420 resource persons used for the study, 300 respondents were randomly selected for result data. The major instrument for data collection was the structured questionnaire that reflected the research questions. The instrument used in the study was submitted to experts and professionals in measurement and evaluation on methodological research for necessary criticisms and corrections. After corrections, the item was restructured. To ensure reliability of the instrument, a test-re-test reliability was used. The test-re-test techniques according to Nworgu (2001) is a process whereby the researcher administers the constructed questionnaire to the same reliability sample group more than once with the view of discovering how consistent each element of the group is in the scoring of the instrument at that different times. The researcher with the help of research assistants distributed the questionnaire personally to the respondents and collected them after completion; therefore there was 100% of return. Collected data was analyzed using frequency count and percentage for variables. The hypotheses generated were tested using t-test analysis of variance ANOVA and pair-wise turkey test comparison at 0.05 of significance. Decision rule was that any response with mean of 2.5 and above was accepted and any other with less than 2.5 was rejected.

### 9. Results / Discussion

- Research Question 1: To what extent does socio-economic status of the home affect the student's academic performance?

Item	SA	A	D	SD	FX	X
Students who have a low socio-economic status more likely to drop out of school.	120	100	60	20	920	3.1
Socio-economic status dictates the quality of home life for children.	10	10	80	200	430	1.4
Students who have a high socio-economic status perform well in school.	80	90	120	10	760	2.6
Students who have a low socio-economic status do not perform well in school	160	80	170	20	980	3.2

Table 1: Mean score on how socio-economic status of the home affects student's academic performance.

Research questions analyzed in table 1 shows that majority of the respondents agreed that socio-economic status of the home affects students' academic performance; the findings showed that the mean score ranged from 2.6 to 3.2. Therefore, the result shows that socio-economic status of the home affects students' academic performance. This is in line with the findings of Eamon (2005) that the economic hardship that are caused by low socio-economic status lead to disruption in parenting, increased amount of family conflicts, and an increased likelihood of depression in households which highly affect the student child. For these reasons socio-economic status is closely tied to home environment and one could argue that socio-economic status dictates the quality of home life for students. Previous research has shown that children from single parent households do not perform as well like two-parent households (Majoribanks, 1996). There are several different explanations for this achievement gap. Single-parent household have less income to sometimes purchase the student child educational materials such as text books, drawing and other practical materials; also, there is a lack of support for the single parent which increases stress and conflicts (Majoribank, 1996); single parent often struggle with time management issues due to balancing many different areas of life on their own.

Technical education programmes offered in technical colleges are sometimes very expensive for single parent to afford and this may affect the student negatively. Some research has also shown that single parents are less involved with their children and therefore give less encouragement and have lower expectations of their children than two parent households (Majoribanks, 1996). This is also a contributing factor to poor performance of some technical college students. Divorce has also been found to negatively affect academic achievements of students whose parents are involved (Jeynes, 2002). Sometimes, most students from broken homes suffer psychological effects while in school and this affects their academic performance as well. Jeynes, (2002) found out that students whose parents had divorced were among those who scored lowest on standardized test conducted in schools where he conducted his study. Possible explanations for this relationship are that divorce can cause a family's socio-economic status level to decrease and parental connections are harmed (Jeynes, 2002; Mijoribank, 1996). This is in line with research findings that have shown that supportive and attentive parenting practices positively affect academic achievement (Eamon, 2000). Parental involvement in schools has been linked to both positive and negative influences on academic achievement (Domina, 2005).

- Research question 2: To what extent does home environment affect academic performance of the students?

Item	SA	A	D	SD	FX	X
Students who live in higher quality neighborhoods typically perform better in schools	160	80	40	20	980	3.2
Students who live in poorer neighborhoods do not perform well in school	60	90	120	30	860	2.9
Student from poorer neighborhoods often lack positive role models	180	60	20	40	1000	3.3
Students from higher quality neighborhoods have connections to good schools	250	20	17	13	1107	3.6

Table 2: Mean scores of the effect of home environment on academic performance of the students.

Research questions analyzed in table 2 shows that the respondent agreed that home environment affect the academic performance of the students; the findings showed that the mean score ranged from 2.9 to 3.6 for the items listed under research question two. Therefore, the result shows that home environment affects the academic performance of students. From the data analysis, it

showed that students who live in higher quality neighborhoods typically perform better in school; students who live in poorer neighborhoods do not perform well in school; student from poorer neighborhoods often lack positive role models, they often lack people they look up to as motivators to compel them to do well in their academic pursuits. The study analysis also showed that students from higher quality neighborhoods have connections to good schools. Good schools are synonymous with quality academic performances. According to Okolie and Nwuzo (2013), students from poor neighborhoods are easily influenced by their peer groups who sometimes do not value importance education and affect them negatively; children expected to do well in school should be kept away from such an un-conducive neighborhood.

It is not out of place to imagine that parental socio-economic background and the general home background of students can have possible effects on their academic achievements; also, the development neighborhood/ environment of children would possibly affect their education. The home has a great influence on the student’s psychological, emotional, social and economic state. In the view of Ajila and Olutola (2007), the state of the home affects the individual’s since the parents are the first socializing agents in an individual’s life. This is because home background and context of a child effect his reaction to life situations and his level of performance. Although, the school is responsible for the experiences that make up the individual’s life during school periods, yet parents and the individual’s experiences at home and neighborhoods play tremendous roles in building the personality of the child and making the child what he is. Thus, Ichado (1998) concluded that the environment in which the student comes from can greatly influence his performance at school. Although the home environment or family as well as neighborhood has been recognized as having a lot of influence on the academic performance of students (Nzewunwah, 1995; Ajila and Olutola 2007).

- Research Questions 3: How does home life style affect academic performance of students?

Item	SA	A	D	SD	FX	X
Parents constant disagreement affects children emotionally which lead to poor academic performance in school	150	80	50	20	960	3.2
Children from polygamous family are more social integrated	20	30	50	200	470	1.5
The social standard of the family affects the student’s intelligence	80	160	40	20	900	3.0
Parents with convert behavior exposes intellectual issue to their children which helps in children interaction 650	50	50	100	100	100	2.1

Table 3: Mean scores on how home life style affects academic performance of students.

Research question 3 was analyzed in table 3 and this can be seen from the mean score which range from 1.5 to 3.2. The findings showed that parents’ constant disagreement affects children emotionally which lead to poor academic performance in school; the social standard of the family affects the student’s intelligence. Okolie and Nwuzo (2013) noted that intellectual ability, poor study habit, achievement motivation, lack of vocational goals, low self-concept, low socio-economic status of the family, poor family structure and anxiety contribute to poor academic performances in technical colleges and other institution where teaching and learning of technical education take place. Some homes payless attention on the academic performance of their children but lay more emphasis on material possession (Ichado, 1998). Some families are broken, in this context families that are not structurally intact for various reasons; death of a parent, divorce, separation, and illegitimacy in which case, the family is never complete affects the academic performance of students from such families because; life can be stressful for both the students and the challenged parents and they are challenged with diminished financial resources to fully finance the student’s academic programmes (Ichado, 1998).

- Research Question 4: What are strategies for improving academic performance of the students?

Item	SA	A	D	SD	FX	X
Parents should be enlightened of the importance of the home structure on the life of children	295	5	-	-	1195	4.0
School counselors should be employed in technical colleges	280	20	-	-	1180	3.9
Government should develop achievement motivation in students through achievement motivation training	300	-	-	-	1200	4.0

There is the need for teacher to recognize individual deference in students and deal with them accordingly	28	20	-	-	1180	3.9
--	----	----	---	---	------	-----

Table 4: Mean scores on strategies for improving academic performance of the students.

Research question 4 was analyzed in table 4 having mean scores which range from 3.9 to 4.0. The findings indicated that there are strategies for improving academic performance of technical college students. A student's educational outcome and academic success is greatly influenced by the type of school he/she attend. School factors include school structure, school composition, and school climate, quality of staff, adequate instructional materials and facilities etc. The school one attends is the institutional environment that sets learning experience and depending on the environment a school can either open or closes the doors that lead to academic achievement. From the analysis, it was discovered that parents should be enlightened of the importance of the home structure on the life of children, which can affect their academic performance positively or negatively (Arce, Debra, Ali and Margkerit, 2005). Also, the study discovered that the need for school counselors to be employed in technical colleges as this will enhance student's academic performance. This is in line with words of Okolie and Nwuzo (2013) that the service of professional school counselors must be more widely provided in schools. And the governments have lots of roles to play in provision of adequate funding of such services.

The guidance programme of schools must be sharpened with skills, to identify early children with special needs, as well as those with special talents. It is worth noteworthy that any school in which teachers complain by saying such things as 'the children here do not have Art talents, is usually found to be a school with a weak programme on arts instruction; so also other subjects. Parents or guardians should consistently be involved in vocational guidance programme in schools since evidence abounds that attitude, ideas and values begin to develop early in life and for many students, home influence is included and important. Therefore, special attention needs to be given early by helping students and their parents achieve mutual understanding and acceptance of self help (Okonkwo, 2011).

The study found out that government should develop achievement motivation in students through achievement motivation training. Also, to improve technical education students' performance, modern equipment and instructional materials should be made available for the students. This in line with Ekpeyong (2005) that most technical colleges lack modern equipment relevant to societal needs. And equipment and other training materials should be supplied and made available for effective training to take place. Most technical colleges use obsolete materials while some do not have equipments at all; the students now depend only on the theoretical aspects of the training programme, which affects the students' academic performances (Okolie, 2014; Daramola, 2005; Inyiagu (2005).

## 10. Conclusion

The study examined the effects of home background on academic performance of technical college students in Ebonyi state, Nigeria. Conclusively, it can be reasonably inferred that socio-economic and education background of parents, home background and lifestyles is a significant factor on student's academic performance. Government, private organizations and individuals concerned with the business of technical college should enlighten the parents about the importance of home structures or background on the life of children and the implications as well as the consequences on their children academic performance.

## 11. Recommendations

In view of the finding of the study, the following recommendations are hereby presented:

- Parents should make their homes conducive for learning. A child cannot achieve his/her academic aims when the home is in fracas.
- Polygamous parents should not allow their home relationship to jeopardize their children educational achievement. This may otherwise result to their children becoming delinquent and thereby constitute a threat not only to their parents but also to the society in general.
- Parents from both educational levels should always interact with their children to encourage them on their performance.
- Parents should have positive attitude towards technical college and not having the notion that it is a dumping grounds for never to do well students.
- Government should endeavour to address the obstacles militating against effective academic performance of technical college students. This can be done by developing achievement motivation in students through achievement motivation training.

## 12. References

1. Abdullahi, S. M. (2003). Evaluation of Vocational Technical Training Programs in Northern Nigeria Prisons. Journal of League of Researchers in Nigeria (JOLORN). 8 (1), 146-153.
2. Adebile, P.O.(2002). Technical and Vocational Education in Nigeria. A Critical Analysis. Paper presented at National Seminar on Technical and Vocational Education in Nigeria organized by Federal Ministry of Education, Abuja.
3. Ajila C., Olutola A (2007). Impact of Parents' Socio-economic Status on University Students' Academic Performance. Ife Journal of Education Studies. 7(1): 31:39.
4. Aina, O. (1994). The Relevance of Skill Training in Technical Colleges to the Emergence of Industrial Growth

- in Nigeria. A paper presented at the Convention of National Association of Principals of Technical College in Nigeria. ANPTECON.
5. Arce, J., Debra L., Ali B.J and Margkerit C. (2005). No Child Left Behind to Wins? Who loses? *Social Justice* 32(3).
  6. Ayonmike, S. C. (2010) Skill Training in Nigerian Technical Colleges: Benefits and Challenges. *Journal of Qualitative Education*, (6) 185-187.
  8. Baharudin, R. and Luster T. (1998). Factors Related to the Quality of the Home Environment and Children's Achievement. *Journal of Family Issues* 19 (4). 68-74.
  9. Dada, E. O. (2005). Utilization of Product Evaluation for Curriculum Issues and Development in Vocational Technical Education. *Akaoka. Journal of Vocational Education*. 4 (1) 145
  10. Daramola, I. S. (2005). Functionality of Polytechnic Education as a Tool for Enhancing Skill Acquisition of Youths. Nigerian Association of Teachers of Technology 18<sup>th</sup> Annual Conference. Rivers 2005.
  11. Domina T; 2005. Leveling the Home Advantage: Assessing the Effectiveness of Parental Involvement in Elementary School. *Sociology of Education*: 78, 233-249.
  12. Eamon, M. K. (2005) Social –Demographic Schools Neighborhood, and Parenting Influences on Academic Achievement of Latino Young Adolescents. *Journal of Youth and Adolescents*. 34 (2) 163-175.
  13. Ekpenyong, L. E. (2005). Foundations of Technical and Vocational Education; Evolution and Practice. Benin: Ambik Press Limited.
  14. Emeka E. A. (1984). Relationship between Personal Problems and Study Habit. *Journals of Applied Psychology*, 3:113-129.
  15. Eze, O.M. (20020). The Effects of Parent's Economic Status and Pupil Sex on School Achievement in English Language. *Journal of Vocational and technical education in Nigeria*. A.B.U Zaria. 3 (3) pp 27.
  16. Federal Republic of Nigeria. (2004). National Policy on Education. Lagos. NERC Press.
  17. Hochschild, J. L. (2003). Social Class in Public Schools. *Journal of Social Issues*. 59 (4). 821-840.
  18. Ichado S.M (1998). Impact of Broken Home on Academic Performance of Secondary School Students in English Sanguage. *Journal of Research in Counseling Psychology*. 4(1):84-87.
  19. Inyiagu, E. E. (2005). Improving Human Resources Development through Technology and Vocational Education for Sustainable Development. *Ebonyi Technical and Vocational Education Journal*. 1. (2). 126
  20. Jeynes, W.H. (2002) Examining the Effect of Parental Absence on the Academic Achievement of Adolescents: the Challenge of Controlling for Family Income. *Journal of Family and Economic Issues* 23(2).
  21. Majoribank, K. (1996) Family Learning Environments and Students Outcomes: A Review. *Journal of Competitive Family Studies*. 27(2), 373 – 394
  22. Miller, I. O. (2005). Technology Education: A Necessity for Youth Empowerment against Unemployment in Nigeria. A paper presented at 18<sup>th</sup> Annual National Conference. Rivers State. Nigeria.
  23. Nworgu, B. G. (2001). Educational Research: Basic Issues and Methodology. New Edition. Ibadan. Wisdom Publishers Ltd.
  24. Nzewunwah P.N 1995. The Effects of Single Parenthood On The Academic Performance Of Students. Unpublished M.Ed. Project. University Of Lagos .
  25. Ochiagha, C.L. (1995). Theory and Practice of Career Development. Enugu. Snaap .Press Ltd.
  26. Olaitan, S.O. (1996). Vocational Technical Education in Nigeria Issues and Analysis. Onitsha. Noble graphic press.
  27. Okolie U. C. (2014), Management of Woodwork Workshop in Tertiary Institutions in Nigeria: An Analytical Study. *Malaysian Online Journal of Education*. 2 (1) 20-36.
  28. Okolie, U. C and Nwuzo, A. C. (2013). Vocational Guidance and Counselling Programmes in Post-primary Schools: Model for Promoting Career/occupational Choice of Youths for Sustainable Empowerment in Nigeria. *Technology Education Journal*. Akoka, Lagos. 9 (1) 294.
  29. Okoro, M. (2005): Vocational and Technical Education in Developing Countries: The Place and Role of the Teacher; *Ebonyi Technology and Vocational Education Journal*, 1(1) 4-9
  30. Okoro, M. O. (1994). The role of Vocational Education in the war against youth unemployment in Nigeria. In Anyahoha, E. U. and Osuala, E. C. *Vocational Technical Education and Technological Growth*. Nigerian Vocational Association. NVA Publications UNN. 39 – 45.
  31. Okoro, O. M. (1993). Principles and Methods in Vocational and Technical Education. Nsukka University Trust Publishers.
  32. Uzoagulu, A. E. (1998). Practical Guide to Writing Research Project Reports in Tertiary Institutions. Enugu. John Jacob's Publishers Ltd.
  33. Williams, K. O. (2005). Parent's academic involvement and aspirations: Demographic variations across adolescence child development. ABT Publishers