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TECHNO-VOCATIONAL SKILLS ACQUISITION AND POVERTY REDUCTION STRATEGIES IN VOCATIONAL INSTITUTIONS: THE CASE OF RIVERS STATE

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ABSTRACT

This study investigated techno-vocational skills acquisition and poverty reduction strategies in technical and vocational institutions in Rivers State of Nigeria with major focus on the types of vocational and technical programmes offered in technical institutions in Rivers State for poverty reduction, the employment prospects of the graduates of technical and vocational institutions in Rivers State for poverty reduction, and the reforms options to achieve effective skill acquisition for poverty reduction in techno/vocational schools. Three research questions and two hypotheses were posed for the purpose of this study. A descriptive survey of a sampled population of all techno-vocational students in the six (6) techno/vocational institutions in Rivers State. A sample size of 300 students was drawn from the population using the stratified random sampling technique. Questionnaire tagged “Techno-Vocational Skills Acquisition and Poverty Reduction Questionnaire (TVSAPRQ)” developed by the researcher was the instrument used for data collection; it was validated and its reliability established at 0.86. The mean and rank order were used to answer the research questions and z-test to test the hypotheses. The study found, among others, that the automobil engineering, catering, building trade, electrical installation, computer craft practice, fine arts, clothing and textile and agricultural science are the types of vocational and technical programmes studied in vocational and technical institutions in Rivers State. The employment prospects of the graduates of technical and vocational institutions in Rivers State for poverty reduction are to secure employment in Agricultural establishment, secure employment in automobile companies, set up their own business and become self-employed, secure employment in electrical establishments, secure employment in autobody repair and spray painting establishment, and get employment in welding and fabrication companies. Based on the findings, recommendations were made.

*Keywords:* Vocational Education, Youth Employment, Development, Rivers State

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