

**SOCIAL INVESTMENT AND POVERTY REDUCTION:  
EDUCATIONAL ADVANCEMENT OF N-TEACH  
BENEFICIARIES IN BORNO STATE, NIGERIA**

**Ali Abiso<sup>1\*</sup>, Babagana Mohammed<sup>2</sup> & Modu Alhaji Kunduli<sup>3</sup>**

<sup>1,2</sup>Department of Public Administration, Faculty of Management Sciences, University of Maiduguri, Nigeria

<sup>3</sup>Department of Public Administration, Kashim Ibrahim University, Maiduguri, Nigeria

\*aliabiso01@gmail.com

**ABSTRACT:** Poverty remains a persistent and complex global challenge affecting millions in both developed and developing countries. Despite years of economic growth, policy reforms, and international development efforts, many people still live below acceptable standards of living. To address this problem, the National Social Investment Programme (NSIP), including initiatives such as N-Power and N-Teach, was introduced to promote human capital development and poverty reduction. This paper examines Social Investment and Poverty Reduction: Educational Advancement of N-Teach Beneficiaries in Borno State, Nigeria. The research design is Survey research, and the Sampling Technique is multistage sampling, which comprises cluster and simple random Sampling. A total of 392 Questionnaires were distributed to the respondents, and 384 were retrieved and used for the analysis. Descriptive statistics and regression analysis were used to present and analyse the data. The results indicate that the programme has a strong positive impact on beneficiaries' willingness to continue their studies, reduces turnover rates, promotes the development of entrepreneurial skills, and enhances working experience and workability. The regression model shows that N-Teach is positively and significantly related to educational advancement. The paper concluded that the N-Teach Programme enhances the educational advancement of beneficiaries in Borno State and recommends that the Federal Government should provide organised exit strategies, such as entrepreneurship and job placement services, to make the beneficiaries economically sustainable in the long term.

**Keywords:** Human capital development, N-Teach, poverty reduction and social investment.

## **INTRODUCTION**

Poverty remains a deeply rooted global challenge, with particularly severe conditions in Sub-Saharan Africa. In Nigeria, poverty is unevenly distributed across regions, with the North-East, especially Borno State, experiencing some of the highest levels of deprivation, unemployment, and inequality. Persistent poverty, rising youth unemployment, and widening income disparities have constrained socioeconomic progress while also contributing to insecurity, instability, and social tensions. Despite the introduction of several poverty-reduction initiatives since Nigeria's return to democratic governance in 1999, their outcomes have been inconsistent, particularly in conflict-affected and institutionally fragile areas such as Borno State (Todaro & Smith, 2020).

The insignificant effect of past interventions implies that poverty alleviation cannot be realised simply by having social programmes in place, but rather by carefully planned social investment that enhances human capital and increases the availability of economic opportunities (Grindle, 2004). Addressing persistent poverty requires more than short-term financial assistance; it calls for long-term investments that strengthen people's ability to improve their livelihoods. One effective approach is through sustained public investment in education, skills development, and employment opportunities, which enhances individuals' productive capacity and their ability to generate stable income over time. In this way, poverty reduction is seen not only as providing immediate relief but also as building human capital that enables individuals to break free from cycles of deprivation (Sen, 1999).

The National Social Investment Programme (NSIP), especially N-Power, is a strategic change within the framework of human capital development aimed at reducing poverty (Umar, 2016). The N-Teach component is particularly aimed at youth employability, educational advancement, and securing a monthly income through the provision of teaching experience and skills development (N-Power Guide, 2017). Borno is a state where the rates of unemployment and youth poverty are very high, and in such a scenario, it is important to examine the human capital outcomes of N-Teach to assess its potential for poverty reduction.

Nevertheless, institutional effectiveness is critical to the social investment programmes in creating relevant pathways to poverty reduction. Administrative efficiency, transparency, accountability, targeting beneficiaries, monitoring and evaluation systems, and intergovernmental coordination determine whether the programme's gains are sustainable human capital (Fukuyama, 2013). In such vulnerable situations as in Borno State, the strength of institutions is even more valuable because governance vulnerabilities may undermine well-constructed interventions (Booth, 2012).

Furthermore, the extreme poverty situation in Borno State outlines the need to assess not only programme presence but also programme outcomes. The paper thus focuses on insights into how N-Teach, as a social investment project, will help reduce poverty through the educational advancement of beneficiaries and, consequently, provide information on the broader connection between social investment programmes and sustainable development in fragile settings (World Bank, 2017). The context of social investment and poverty alleviation pathways, places N-Teach in Nigeria not only looking at the presence of the programme, the research investigates the role played by N-Teach in alleviating poverty by means of educational advancement in terms of educational progress, entrepreneurial capability, work experience, and employability through the assessment of these outcomes on beneficiaries of Borno State, so as the study will give empirical results on how human capital building interventions can build sustainable means to eliminate poverty. It is against this background that this paper examines the impact of Social Investment on Poverty reduction: Educational advancement of N-Teach beneficiaries in Borno State, Nigeria.

## LITERATURE REVIEW

### Poverty

Poverty remains a complex and widely debated concept within social science and development literature, reflecting its multidimensional nature and the varied ways it manifests across economic, social, and human development domains. The World Bank (2021) primarily frames poverty as the inability of individuals to secure a minimum standard of living, emphasising inadequate income to meet fundamental needs such as food, clothing, and shelter. While this income-based approach provides a tangible measure for assessing deprivation, it has been critiqued for overlooking the broader dimensions of human well-being (Sen, 1999).

In contrast, Sen's (1999) capability approach reconceptualises poverty as a deprivation of essential freedoms and opportunities, emphasising that poverty is not merely the lack of material resources but also the inability to participate fully in societal, political, and economic life. This perspective expands the discourse beyond income, drawing attention to structural and institutional barriers that limit individuals' ability to achieve a dignified standard of living. Similarly, Todaro and Smith (2020) argue that poverty encompasses not only low income but also restricted access to education, inadequate healthcare, and substandard housing, highlighting how these deficiencies collectively constrain socioeconomic mobility and human development.

Further, Ravallion (2016) delineates poverty into absolute and relative dimensions. Absolute poverty refers to a fixed threshold below which basic needs cannot be met, whereas relative poverty captures the inequalities and social exclusions experienced by individuals compared to broader societal standards. This dual approach underscores the notion that poverty is simultaneously a quantitative and qualitative phenomenon, reflecting both material insufficiency and social marginalisation.

A growing consensus in the literature emphasises the multidimensional nature of poverty. Oyemomi (2003) highlights poverty as a state of deprivation spanning economic, social, and psychological aspects, limiting individuals' capacity to realise their full potential. Complementing this, Alkire and Foster (2011) advocate multidimensional poverty measurement frameworks that integrate education, health, and living standards, emphasising that reliance solely on income metrics fails to capture the full extent of deprivation. The United Nations (2015) further situates poverty within a human rights framework, defining it as a denial of choices and opportunities, a violation of human dignity, and a constraint on individuals' ability to participate meaningfully in society.

Collectively, these perspectives converge on the understanding that poverty is far more than a lack of income; it is a multifaceted condition shaped by structural inequalities, social exclusion, and limitations in human development. This multidimensional conception has significant implications for policy and practice, suggesting that effective poverty alleviation requires comprehensive interventions that integrate economic support, access to education and healthcare, and the empowerment of vulnerable populations. Such an approach aligns with contemporary development agendas, including the Sustainable Development Goals, which emphasise inclusive

growth, social protection, and human-centred development strategies (Todaro & Smith, 2020; United Nations, 2015).

### **Poverty Reduction**

Poverty reduction has become a key priority in both global development frameworks and national policy agendas, particularly in developing nations where poverty remains widespread and persistent. It is generally understood as a comprehensive set of strategies, policies, and interventions designed to improve the living conditions and socio-economic well-being of marginalised populations by alleviating deprivation and fostering inclusive growth (World Bank, 2021). Scholars assert that meaningful poverty reduction extends beyond mere income enhancement, requiring concurrent improvements in education, healthcare, employment opportunities, social protection, and access to essential public services (Todaro & Smith, 2020).

In the African context, the importance of poverty reduction is particularly pronounced due to the region's high levels of deprivation, entrenched income inequalities, and structural challenges, including inadequate infrastructure, weak governance, and political instability (Oyemomi, 2003). Empirical studies suggest that effective poverty reduction is closely linked to sustainable development, as initiatives that build human capital, expand access to productive resources, and enhance economic empowerment can disrupt cycles of intergenerational poverty (Sen, 1999). Further, scholars emphasise that addressing poverty necessitates multidimensional strategies that tackle both economic and social determinants, encompassing education, health, social inclusion, and civic participation (Alkire & Foster, 2011; Ravallion, 2016).

Governments and international organisations have implemented diverse programmes to support poverty alleviation. Conditional cash transfers, microfinance schemes, public works programmes, and broader social investment initiatives are widely regarded as effective tools for reducing deprivation while simultaneously empowering vulnerable groups and strengthening social resilience (United Nations, 2015). In Nigeria, successive administrations have launched multiple poverty reduction interventions, including the National Poverty Eradication Programme (NAPEP), the National Social Investment Programme (NSIP), and the N-Power scheme, aimed at reducing income disparities, enhancing human capital, and promoting socio-economic development (Umar, 2016; Abin, 2018).

Despite these interventions, research indicates that poverty reduction efforts in Nigeria face significant limitations, including weak institutional capacity, policy inconsistencies, insufficient financial resources, and inadequate targeting of beneficiaries (Abin, 2018). Scholars argue that for poverty reduction strategies to be sustainable and effective, they must be contextually tailored, long-term, and integrated across multiple sectors, combining direct economic support with investments in education, health, and governance structures (Todaro & Smith, 2020; World Bank, 2021). Accordingly, poverty reduction is best understood not merely as an economic outcome but as a multidimensional process that enhances human capabilities, promotes social equity, and supports sustainable development.

### **Social Investment**

Social investment is a term that has become increasingly popular in welfare state and development literature as a prospective strategy for social policy that is more concerned with developing long-term capacity-building than maintaining income in the short term. Andersen (2002) defines social investment as the redesign of welfare systems to reposition their policies in favour of increases in people's productive potential, especially through education, childcare and labour market activation. According to this perspective, social policy should not just be compensatory, compensating people for market failures, but also be proactive, providing people with the skills and competencies they need to compete in the knowledge-based economy. This view represents a shift from traditional models of welfare based on the concept of passive income transfer, and social policy is seen as a source of economic development and social inclusion.

Based on this premise, Hemerijck (2013) defines social investment as a policy paradigm whose primary focus is equipping people for future risks rather than merely shielding them from existing shocks. He contends that in social investment policies, the special attention is to capacitate individuals- youth and women with lifelong learning, active labour market, as well as family support systems. Compared with compensatory welfare strategies, social investment aims to minimise dependency in the long run by enhancing employability and adaptability. This is consistent with human capital theory, which considers education and training investments as the source of productivity and earnings growth (Becker, 1993).

Regarding development, social investment as defined by Midgley (1999) refers to the use of public resources in social programmes that yield quantifiable economic and social benefits. He stresses that spending on education, health and employment programmes must be seen not as expenditure but as productive investments that drive national growth. This argument of Midgley responds to the capability approach of Sen (1999), which defines development as an increase in people's freedom and opportunities. Though Sen does not refer to social investment directly, his focus on the development of capabilities makes an appeal to social investment as a form of well-being improvement and poverty reduction a normative one.

In the same vein, Morel, Palier, and Palme (2012) argue that social investment policies are economic efficiency coupled with social equity, in that they enhance individuals' capacity to engage in the labour market while also fostering social cohesion. They note that social investment does not discard the concept of traditional social protection but aims to complement it by focusing on early intervention, prevention, and skill building. This ambivalent view recognises that both the protective and promotional roles of social policy should be present together to achieve sustainable development outcomes.

With respect to poverty reduction, there has been a growing trend among scholars to associate social investment with the multidimensional approach to development. According to the World Bank (2017), investments in human capital (education, health, and social protection mechanisms) are essential to disrupting intergenerational poverty cycles. Similarly, the United Nations (2015) makes social investment a part of the Sustainable Development Goals framework and recommends inclusive social development by incorporating education, decent work, and social inclusion. These

readings take the notion of social investment into developing and dilated settings, where the lack of human capital and ineffective institutions inhibit the struggle against poverty.

Nevertheless, the social investment approach is also criticised in the literature. Cantillon (2011) warns against excessive attention to labour market activation, noting that it can fail to consider those who have been pushed to the periphery of the labour market or who cannot engage in employment to their fullest capacity. This criticism indicates that social investment should be well balanced with redistributive and protective initiatives, to the extent that they do not exacerbate inequalities. Under weak institutions and labour market structures, the quality of governance and the effectiveness of social investment are also predetermined, since ineffective implementation structures may restrict the expected returns over the long term (Fukuyama, 2013).

Altogether, it is evident that the academic discussion focuses on the view that social investment constitutes a strategic shift in social policy aimed at developing human capital, increasing employability, and ensuring long-term economic inclusion. Although the definitions differ in their focus, from welfare-state reform renewals to development-focused human capital formation, the primary theme remains the same: social investment aims to convert social expenditure into productive assets with lasting social and economic benefits (Hemerijck, 2013; Midgley, 1999). It is of particular importance in developing settings because it has been widely acknowledged that empowering human capital is a key route to reducing poverty and promoting inclusive growth.

### **N-Teach Programme and Educational Advancement of the Beneficiaries in Borno State, Nigeria**

The N-Teach Programme adopted and implemented targeted goals and objectives to address these pressing public challenges, ensuring Nigerian graduates receive stable and healthy social and economic benefits. Therefore, Abbas (2013) points out that all significant actors should continue to pay attention to the issue of poverty because it usually permeates social, economic, and political activity in any society. This means identifying and developing an effective policy framework to benefit all people, especially the poor, using resources at the local, national, and international levels. President Muhammadu Buhari's N-power plan has had a major effect on the social and economic well-being of Nigerian youth (Lai, 2018). One of the Buhari government's national social investment initiatives provided evidence for this claim: of the 10 million Nigerians expected to gain, 6.8 million had benefited from N-Power. Jude (2017) reports that the outcome suggests a nearly 70% success rate for the programmes' implementation. He went on: In addition to the 6.8 million direct recipients, the plan has affected 1.75 million people, including farmers, cooks, and vulnerable and impoverished household members. Jude emphasised that every one of the 36 federation states and the Federal Capital Territory actively participate in at least one aspect of the effort. Adebayo (2017) reports that during what was known as Batch A and B, they hired 200,000 and 300,000 N-power recipients nationwide in 2016 and 2017, respectively.

The employed and unemployed graduates who were willing to volunteer were provided with a monthly stipend of N30,000 and access to technology, enabling them to continue studying and refining their ideas even after the initiative concluded. Not every recipient, though, had access to technological devices. Although the selection of equipment was a requirement for registration, the

volunteers in the Batch B category did not receive the electronic devices that the bulk of the volunteers in the Batch A category did. Adebayo (2017) states that N-Agro, the programme's agricultural component, N-Health, N-Teach, and N-Tax, which assist the Federal Inland Revenue Service (FIRS), require volunteers. N-Build, still boasting about its accomplishments, has verified 10,000 artisans, provided them with toolkits for a three-month training period, and assigned them to 160 skill centres spread across 22 states. N-Build apparently considered 20,000 people for training in the software, hardware, and creativity categories. According to Adebayo (2017), the programme's cost-benefit analysis indicates that a good implementation of the plans would also have a favourable impact on the country's GDP in the short and long term.

If executed correctly, this N-Power job creation project has the potential to be one of the greatest efforts this administration has ever undertaken. Jude (2017) reports that the Federal Government's recently launched jobs portal, "npower.gov.ng," has received approximately 400,000 valid registrations since it opened for submissions on Sunday, June 12, 2016. He commends social media and the government for their efforts to promote robust accountability and efficient registration. Jude (2017) highlights that several beneficiaries, including those who were unemployed before selection and those with low incomes from previous engagements, expressed gratitude to the initiative for improving their socioeconomic status, demonstrating the extent to which N-Power has influenced their lives. He also agrees that the scheme has dramatically changed their status and way of life. Jude (2017)'s survey, which highlights the N-Power project's benefits to society overall, to individuals, and to the economy, bolsters the assertion. In his view, the project provides participants with at least a monthly stipend of N30,000, which allows them to meet their basic needs.

Abiola (2021) examined the impact of N-Power on beneficiaries' educational status in Lagos State. The study sample comprised 40 respondents selected using stratified sampling. They were served with questionnaires to obtain as much information as possible about the impact of the N-Power Programme on educational status. It was analysed through descriptive statistics (simple percentage). The findings of the study revealed that the majority of respondents agreed that the programme positively enhanced the beneficiaries' educational status.

Another study was conducted by Akintola (2019), on the assessment of N-Power on the educational status of the beneficiaries in selected local government areas of Akwa Ibom State. The study used multi-stage sampling techniques. The study sample size was 200. Descriptive and inferential statistics were used for analysing the data. The study's findings revealed that N-Power has positively impacted beneficiaries' educational status. Festus and Akintola (2021) examined the impact of N-Power on the Educational status of the beneficiaries in Delta State, Nigeria. Stratified sampling was used, yielding a sample of 500 beneficiaries. The data collected were analyzed through logistics regression model. The results revealed a significant role in reducing poverty and a positive tool for alleviating it.

Audu and Ali (2021) assessed N-Teach as a poverty-alleviation strategy among youths in Kaduna State. A sample size of 171 was obtained using simple random sampling. Chi-square was used as the statistical test. The study revealed that N-Teach has negatively impacted poverty alleviation among youths in Kaduna State. Jamil and Audu (2019) conducted a study on the impact of the N-

Power Programme on beneficiaries' income levels in Yola. The study used a sample size of 220, selected using simple random sampling. The analysis was conducted using descriptive statistics, and the study revealed that fish farming increases beneficiaries' income, indicating a positive impact.

N-Teach promotes the use of cutting-edge teaching strategies that accommodate a range of student requirements and preferences. The effort aims to establish dynamic, captivating learning environments that pique students' curiosity and deepen their understanding of academic subjects by integrating technology, experiential learning, and interactive teaching methodologies. N-Teach empowers educators to drive their professional development and engage in school improvement initiatives.

## METHODS AND MATERIALS

The research design is a survey, and it is a cross-sectional design in which data were collected at once. The study population includes all N-Teach Programme beneficiaries in Borno State. This covered all male and female beneficiaries in the six (6) selected local governments across the three (3) Senatorial districts of Borno State, Nigeria, who participated in the N-Teach Programme and were aged 18 to 35. The total population is fifteen thousand five hundred (15,500) beneficiaries (Office of the Borno State Focal Person, 2025). A sample of 356 respondents was drawn from this population. A 10 percent (36 respondents) supplement was added to cater to any shortfalls and meet the sampling needs of Yamane, which makes the total sample 392. The researchers used a multistage sampling design that integrated cluster and simple random sampling. The state was divided into three Senatorial districts, and then two local government areas were randomly chosen among them: Borno Central (Maiduguri Metropolitan Council and Jere), Borno North (Monguno and Mobar), and Borno South (Damboa and Gwoza). The formula developed by Taro Yamane (1967) was used to calculate the sample size.

$$n = \frac{N}{1+N(e)^2}$$

Where:

n = sample size

N = Population of the study

l = constant

e = level of significance

$$n = \frac{15,500}{1+17000(0.0025)}$$

$$n = \frac{15,500}{1+42.5} = \frac{15,500}{43.5}$$

=356.3

n =356

## RESULTS AND FINDINGS

This section presents and analyses data collected through primary sources using a questionnaire. A total of 356 sampled respondents were drawn from Borno State. The total Population is 15,500. However, 36 (10) percent was added to the sample size, making 392 to meet Yamane's requirements. The data collection methods included distributing questionnaires to beneficiaries of the N-Teach Programme in Borno State. These data collection approaches were employed to gather insights into Social Investment and Poverty reduction: Educational advancement of N-Teach beneficiaries in Borno State, Nigeria. A total of 392 questionnaires were distributed to a diverse group of beneficiaries serving in various local governments within Borno State, and 384 were successfully retrieved and deemed valid for data analysis.

The data presented percentages of responses using a five-point Likert scale to measure the influence of zeal for further studies, rate of dropouts, entrepreneurial skills, work experience and job creators as an indicator of how the N-teach Programme enhances educational advancement in Borno State.

**Table 4.1 The Programme enhances the zeal for further Studies**

Variables	Frequency	Percentage
Strongly agree	121	31.5
Agree	202	52.6
Undecided	15	3.9
Disagree	43	11.2
Strongly disagree	03	0.8
<b>Total</b>	<b>384</b>	<b>100.0</b>

*Source: Field Survey, 2026*

Table 4.1 provides insights into respondents' perceptions of the N-teach programme's impact on their zeal for further studies in Borno State. The majority of the respondents agreed with (52.6%) and strongly agreed (31.5%) that the Programme enhances their zeal for further studies, indicating a positive correlation between the Programme and educational advancement. However, a notable proportion of respondents were undecided (3.9%) and disagreed (11.2%), indicating that there may be room for improvement in certain aspects of the Programme to better support participants' educational aspirations. The relatively low percentage of respondents who strongly disagreed (0.8%) indicates that the Programme generally has a positive impact on participants' attitudes toward further education. Overall, these responses highlight the potential of the N-Teach Programme to contribute to educational advancement in regions affected by insurgency, and underscore the importance of ongoing evaluation and refinement to address any areas of concern and maximise its effectiveness.

**Table 4.2 N-Teach Programme has reduced the rate of dropouts**

Variables	Frequency	Percentage
Strongly agree	81	21.1
Agree	236	61.5
Undecided	38	9.9
Disagree	21	5.5
Strongly disagree	08	2.1
<b>Total</b>	<b>384</b>	<b>100.0</b>

*Source: Field Survey, 2026*

The table shows respondents' perspectives on whether the N-Teach Programme has helped reduce the dropout rate in Borno State. The majority of respondents agreed (61.5%) and strongly agreed (21.1%) that the Programme has indeed contributed to reducing dropout rates, indicating a positive impact on educational retention. However, a notable proportion of respondents were undecided (9.9%) and disagreed (5.5%), suggesting that there may be differing perceptions or experiences regarding the program's effectiveness in this regard. The percentage of respondents who strongly disagreed (2.1%) is relatively low, indicating overall agreement with the program's positive impact on reducing dropout rates. These responses suggest that while the N-Teach Programme has made strides in addressing dropout rates, there may be areas for improvement or further exploration to optimise its effectiveness in supporting educational advancement and retention in Borno State.

**Table 4.3: The Programme helps beneficiaries to get entrepreneurial skills that make them more self-reliant**

Variables	Frequency	Percentage
Strongly agree	124	32.3
Agree	198	51.6
Undecided	15	3.9
Disagree	33	8.6
Strongly disagree	14	3.6
<b>Total</b>	<b>384</b>	<b>100.0</b>

*Source: Field Survey, 2026*

Table 4.3 indicates respondents' perceptions regarding the N-teach programme's effectiveness in equipping beneficiaries with entrepreneurial skills and fostering self-reliance in Borno State. Most respondents agreed (51.6%) and strongly agreed (32.3%) that the Programme has effectively helped them develop entrepreneurial skills, resulting in increased self-reliance. This revealed a positive impact on economic empowerment and livelihood development. However, a notable percentage of respondents were undecided (3.9%) and disagreed (8.6%), suggesting that there may be varying experiences or perspectives regarding the extent to which the Programme supports entrepreneurial development. The percentage of respondents who strongly disagreed (3.6%) is relatively low, indicating general agreement with the program's effectiveness in promoting self-reliance through entrepreneurship. These responses suggest that the N-teach Programme has the potential to play a significant role in enhancing economic resilience and reducing dependency in

Borno State, but ongoing evaluation and refinement may be necessary to address any areas of concern and maximise its impact.

**Table 4.4: The Programme gives beneficiaries work experience, which makes them more employable**

Variables	Frequency	Percentage
Strongly agree	126	32.8
Agree	209	54.4
Undecided	23	6.0
Disagree	17	4.4
Strongly disagree	09	2.3
<b>Total</b>	<b>384</b>	<b>100.0</b>

*Source: Field Survey, 2026*

The table illustrates respondents' opinions regarding the N-teach programme's impact on providing beneficiaries with work experience that enhances their employability in Borno State. Many respondents agreed (54.4%) and strongly agreed (32.8%) that the Programme has indeed provided them with valuable work experience, making it more attractive to potential employers. This suggests a positive correlation between the program's interventions and participants' development of employability skills. However, a notable portion of respondents were undecided (6.0%) and disagreed (4.4%), indicating the presence of differing viewpoints or experiences regarding the effectiveness of the Programme in this aspect. The percentage of respondents who strongly disagreed (2.3%) is relatively low, suggesting general agreement with the program's role in enhancing beneficiaries' employability through practical work experience. These responses highlight the potential of the N-Teach Programme to contribute to addressing unemployment challenges in Borno State.

### Testing of Hypothesis

**H<sub>0</sub>:** There is no significant relationship between the N-Teach Programme and the educational advancement of beneficiaries in Borno State.

**Table 4.5: Model Summary A**

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate	Durbin-Watson
1	.671 <sup>a</sup>	.450	.449	.45702	2.102

*a. Predictors: (Constant), N-Teach*

*b. Dependent Variable: Education Advancement of Beneficiaries*

*Source: Extracted from SPSS Output*

Regression analysis was conducted to determine the impact of N-Teach on educational advancement. The result, as indicated in Table 4.5, with predictions that were significant, R=.671,

$R^2 = .450$ . The correlation coefficient between the predictor and the criterion variable was .671 which illustrates a strong correlation between N-Teach and educational advancement. The coefficient of determination ( $R^2$ ) was .450, indicating that the independent variable (N-Teach) accounted for 45% of the variation in the dependent variable (Educational Advancement of beneficiaries). This implies that only about 45% of the variation is explained by N-Teach, as variables not included in the model accounted for 55%. According to Cohen (1988), the classification of R-squared into: a) 0.02 as weak; b) 0.13 as moderate; c) 0.26 as substantial. Based on Cohen's classification, the  $R^2$  value is substantial. Also, the Durbin Watson (2.102) has fallen within the acceptable range of 1.5 – 2.5 as recommended by Norusis (2006). This shows that the assumption of independence of the error term has been met.

**Table 4.6: ANOVA**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	65.267	1	65.267	312.475	.000 <sup>b</sup>
Residual	79.788	382	.209		
1 Total	145.055	383			

a. *Dependent Variable: Education Advancement of Beneficiaries*

b. *Predictors: (Constant), N-Teach*

*Source: Extracted from SPSS Output*

The reliability of the regression model is checked through ANOVA. The P value or level of significance was .000 in Table 4.6. The table shows that the data fit the model well (Young, 2009). This implies that there was strong evidence that the regression model gave an accurate prediction of the relationship between N-Teach and educational advancement. Therefore, the model is good and fit for the study.

**Table 4.7: Regression Coefficients A**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.737	.136		12.731	.000
N-Teach	.630	.036	.671	17.677	.000

a. *Dependent Variable: Education Advancement of Beneficiaries*

*Source: Extracted from SPSS Output*

The regression results in Table 4.7 show the effect of the N-Teach Programme on beneficiaries' educational advancement. The constant value is 1.737 with a significance level of 0.000, which means that even without the influence of the N-Teach programme, there is a baseline level of educational advancement among the beneficiaries. The coefficient for N-Teach is 0.630, indicating that participation in the programme has a positive effect on educational advancement. This means that a one-unit increase in participation in the N-Teach programme leads to an increase of about 0.630 in beneficiaries' educational advancement. The standardised coefficient (Beta = 0.671) shows that N-Teach has a strong positive contribution to educational advancement. The t-value of 17.677 and the significance value of 0.000 ( $p < 0.05$ ) indicate that this relationship is statistically significant

and suggests that the N-Teach programme significantly improves the educational advancement of beneficiaries.

### **Decision**

The hypothesis is tested at a .05 level of significance with a rule to reject the null hypothesis if the P value is less than or equal to .05. The P value for this study was .000, which was below .05, leading to the conclusion to reject the null hypothesis that states there is no significant relationship between the N-Teach Programme and the educational advancement of beneficiaries in Borno State, and to accept the alternative hypothesis. This implies that there was a statistically significant impact of the N-Teach Programme on the educational advancement of beneficiaries in Borno State.

According to the study's findings, the N-Teach Programme has had a major positive impact on beneficiaries' ability to further their education. Supporting this is the data from Table 4.1. responses and the regression analysis that follows Table 4.5 which together show that the N-teach Programme had a largely favorable effect on respondents' enthusiasm for more research in Borno State. There appears to be a favorable association between the Programme and educational advancement, since most respondents reported strong agreement and agreement that the Programme enhanced their motivation for further education. This association is further clarified by regression analysis, which shows that Programme participants who experienced a decrease in dropout rates, gained entrepreneurial skills, or created new jobs exhibited much higher levels of motivation to continue their education. Nonetheless, a noteworthy finding is the detrimental effect of obtaining job experience through the Programme on participants' drive for additional coursework, raising questions about potential trade-offs between work experience and academic goals. These results highlight the complex relationship between the N-teach programme's impact on attitudes towards education and the need to account for a range of outcomes when evaluating and designing the programme to maximise its positive effects on educational advancement in Borno State.

The findings of the study are supported by Abiola (2021) and Akintola (2019), who revealed a positive and significant impact of the N-Teach Programme on the educational advancement of the beneficiaries.

### **Conclusion and Recommendations**

Based on the findings of this study, it is concluded that the N-Teach Programme under the National Social Investment Programme enhances the educational advancement of beneficiaries in Borno State, indicating a positive relationship between programme participation and educational progress. This outcome suggests that youth-focused initiatives such as the N-Teach Programme and the N-Power Programme can play an important role in strengthening human capital development while simultaneously addressing unemployment. The findings, therefore, have broader implications for poverty reduction policies and youth employment strategies in fragile regions such as Borno State, highlighting the need for sustained investment in social intervention programmes that combine skills development, employment opportunities, and educational support to improve livelihoods and long-term socio-economic stability. In view of the findings and

conclusion reached at the end of the study, the paper recommends that Federal government should provide reasonable and comprehensive exit package which will include seed capital, entrepreneurship toolkits, and job placement assistance, facilitated by the Ministry of Labour and Employment in collaboration with the National Directorate of Employment (NDE) to ensure long-term economic sustainability for beneficiaries in Borno State.

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