



The Impact and Challenges of N-Power Teach on Secondary School Education in Kogi State, Nigeria

Shakira H. Osasona

Department of Political Science

Federal University Lokoja

shakira.osasona@fulokoja.edu.ng

Abstract

This paper investigates the impact and the challenges of the N-Power Teach, a Social Intervention Programme of President Muhammadu Buhari's administration on secondary schools in Kogi state. The study was conducted in Kogi state, Northcentral, Nigeria. Data were collected through in-depth interviews and secondary sources, while the interview data were analyzed thematically. Findings from the study revealed that the impact of the programme on secondary school education in Kogi state include the provision of new relevant skills in teaching, improving academic performance, and fill-in for the shortage of school teachers. While some of the challenges of the programme in Kogi state include; delays in payment of stipends to beneficiaries, lack of commitment to N-power teaching, and weak synergy between N-power beneficiaries and secondary schools among other. The study also provides some strategic recommendations such as the provision of adequate and timely payment of stipends, and synergy between the N-power scheme and other non-government organizations.

Keywords: Education; Employment, Kogi State; N-Power Teach; Secondary School

Introduction

The growth of any nation depends largely on the quantity and quality of all segment of its population. Initially, secondary educational institutions were established and run by missionaries, only a few were controlled and owned by the government. The first military administration encouraged the establishment of more secondary and tertiary educational institutions both by the federal and state governments alike (National Bureau of Statistics, 2017). Nigeria has high indices of low performance of Secondary Schools, occasioned by poverty and nutritional crisis in the rural area and exacerbated by the absence of sustainable socio-economic empowerment and the recent Covid-19 pandemic. Over the years, there have been efforts by the federal government to boost literacy level and employability of the youths in Nigeria. The N-power programme is one of the national social investment programmes of the

Nigerian government. It is one of the employability and enhancement programmes of the president Buhari-led administration operating formally under the Vice-president's office before it was moved to the Ministry of Humanitarian Affairs. This programme is targeted at instilling learn-work-earn- entrepreneurship tradition into Nigerians between the ages of 18-35years who are graduates (Abin, 2018). The programme begins with online registration, and physical verification of credentials, which is done at the state level, in other to create fairness and equity in the entire process. After these rigorous processes, the successful applicants are subjected to Bank Verification Number (BVN) validation. Besides the monthly N30,000 stipend, the beneficiaries are given devices with applicable content for uninterrupted learning to facilitate their ability to successfully implement the selected vocation and enable them to take ownership of their lives. This paper, therefore,

attempt to examine the impact of the N-Power Teach scheme at the secondary school level in Kogi state, and its challenges. Thus, the current research restricts itself to the five years of the scheme in Kogi state secondary schools.

The unemployment rates of graduates in Nigeria as of 2015 to 2021 were 4.3%, 7.06%, 8.39%, 8.46%, 8.53%, 9.71%, 9.79% respectively meaning the unemployment rate is increasing yearly (statista, 2022). As part of the strategies for curbing unemployment in the country, the President Muhammadu Buhari's administration came up with the National Social Investments Programme (N-SIP) as a strategy for combating the growing rate of unemployment among the youth (Akinleye et al. 2019). The investment programme of the Federal government N-SIP scheme was created to enable citizens to exit poverty and unemployment through direct financial support (Abin, 2018). The impact of the N-Power scheme as a component of the Social Investment Programmes (SIP) of the President Muhammed Buhari-led administration on youth and secondary school education is yet to be established, especially in the last half-decade. It is indeed, necessary to fill this gap as Nigeria's educational indicators showed a high prevalence of poor performance, low school enrollment, high school dropout, and illiteracy, especially in the last five years (NBS, 2019; Abin, 2018; Omilola, 2017, Onimisi, 2020). Nigerian educational indicators show that the performance of students especially in the secondary school has not really improved despite attempts at engaging them through various social investment programmes (Mo Ibrahim Foundation, 2019). Despite the educational profile of Nigerians, there are also speculations that the beneficiaries of the scheme show little or no interest in the work they are paid to do (Akinleye et al 2019). For instance, previous studies such as Omilola (2017), Akinleye et al (2019), and Olise (2000) focused

on the assessment of the Conditional Cash Transfer of the scheme largely in the urban centers with little or no specific emphasis on N-Power Teach scheme and its impact on secondary schools in Kogi state. The focus of this current research therefore, is to examine the impact of the N-Power Teach Programme, the differences between this and other interventional programmes of government, and those institutional and other constraints militating against the achievements of its goals.

Methods

The paper adopted and used qualitative research to meet the objectives of the work. Case study design was also adopted by the researcher to capture the objectives of the paper as it provides an opportunity for in-depth exploration of the issue at hand through one-on-one interaction via interviews and subsequent use of various data collected over a set period. The choice of case study for this paper enhances, supports, and provides an adequate understanding of the phenomenon. Two noteworthy techniques that were utilized for data collection in this paper were essentially the primary and secondary sources, which include annual report of the programme, scholarly articles, among others. The primary data collection was in-depth interviews between the researcher and the selected informants while the secondary sources of data collection were used to support the analysis. Fifteen (15) informants were interviewed (see Table 1) Data analysis was done thematically. Purposive sampling was considered the most prominent and suitable in the selection of interviewees (Patton, 2002; Ritchie et al, 2013; Onimisi, 2018; Merriam, 2009; Creswell, 2003). Other N-Power interventions include NAgro, and N-Health, but this work focuses on N-Power because of the importance we attach to education vis-a-vis other sectors of the society.

Table 1: Informants and purpose of selection

SN	Informant	Purpose of Selection	Number of persons / Categorization
A	Beneficiaries of N-Power Programme	Beneficiaries	3 (A1, A2, A3)
B	Facilitators of the programmes	Experience with programme	3 (B1, B2, B3)
C	Students of Secondary Schools in the State	Beneficiaries	3 (C1, C2, C3)
D	People who are knowledgeable about the areas	Experience with programme; knowledgeable about the areas	3 (D1, D2, D3)
E	Education Ministry Board Members / Principals	Member of Board	3 (E1, E2, E3)

Those interviewed were selected based on their experience gathered working with N-Power Teach, beneficiaries of the scheme, and the ability and capability of the informants to promptly and comprehensively express themselves. These respondents were drawn from the three senatorial districts of Kogi state, which are the beneficiaries of the N-Power Programme, and consisted of facilitators of the programs, principals and students of secondary schools in the state, and people who are knowledgeable about the areas. The criteria for selection were based on their experience on the social intervention program.

Population/Sampling

The Population of study, Kogi state from the 2006 population Census was 3,314,043; the sample size for the study is 15, consisting of the key stakeholders of the intervention program; of these 15, 2 principals; 3 students; and 3 beneficiaries of the programme; 1 Education Ministry Board Member; 3 Facilitators of the programmes; and 2 People who are knowledgeable about the areas. The gender distribution also shows that while 7 males and 8 females were used. Purposive selection technique was used in the selection of the informants. This was to ensure that critical elements relevant to the study were not left out.

Results and Discussion

Impact of N-Power Teach on Secondary School Education in Kogi state

Creation of Jobs: The first set of analyses examined the impact of N-Power Teach on secondary school education in Kogi state and one issue that emerged from the data collected was that, N-Power Teach has been able to create job

opportunities for the youth of the state, who in turn created much significant impact in secondary school education in the state. An interview simply captures it as

N-Power Teach has significantly impacted my life through its job creation and secondary schools in Kogi state have been able to gain from it Sources: A3

The paper found that the program has enhanced the learning of the students in secondary school in Kogi state. Another interviewee emphatically states that

N-Power Teach and its impact on secondary schools in Kogi state cannot be measured as it helps to introduce the student to new learning skills Sources: B2

This finding is consistent with that of Olorunsola (2022) the social intervention program of the government to create the needed employment opportunity for the youth in Nigeria through the Npower programme, which has in turn impacted positively on schools. This study confirms that of Onuoha, Peripaul, Woghiren, & Uhunoma (2019) who stated that the luxury of concentrating on long-term job growth has been one of the major achievements of social investment programs. The scholarly positions of these scholars confirm the finding of this paper which shows that the Federal Government of Nigeria's N-Power Teach program has helped in the area of job creation for graduate and at the same contribute to secondary school education of Kogi state.

Brought New Relevant Skills into Teaching: Due to the different educational backgrounds or orientations of the teachers, new relevant skills are brought into teaching of students in secondary schools in the state. As one interviewee put, it N-Power Teach has brought about new relevant skills in the teaching of secondary schools in the

state. Skills such as Power Point Presentation in classroom learning and improved interpersonal relationship between the teachers and students. The interviewee states that

...the introduction of N-Power Teach in secondary schools across the state has brought about new skills in teaching
Source A2

Interestingly, the analysis shows that the impact of the program has significantly contributed to the successes recorded in the state secondary schools. This position was stressed by another interviewee thus,

N-Power Teach which is the brain-child of the Federal Government of Nigeria and designed to send a number of young graduates to schools to teach has, fortunately, contribute to success in the introduction of new and relevant skills recorded in Kogi state secondary schools over the years Source C3

One informant commented that N-Power Teach is a remarkable program that does not just engage the youth for employment purposes, the youth has been able to share their knowledge on the subject assigned to them with the secondary school students. The data analyzed shows that the interviewee agreed that N-Power Teach has positively impacted the secondary schools in Kogi state through the provision of new skills for the teaching of students in the state. The findings of the paper are consistent with Obadan (2017) where the scholar opined that governmental policy or intervention programs have assisted in introducing innovation in teaching. This position

confirms the paper's findings which show that the N-Power Teach scheme of the Federal Government of Nigeria has brought about new relevant skills in the teaching of secondary schools' students in Kogi state.

Improve Academic Performance: one of the respondents claims that there has been improvement in the academic performance since the introduction of the N-Power Teach program of the federal government in Kogi state secondary schools. An interviewee emphatically states that
...the introduction of N-Power Teach has led to improve academic performance across secondary schools in Kogi state. You will observe that students in our secondary schools in the state have better performance under this program Source: E2

Army Day Secondary School Lokoja which was one of the schools selected for the study won the Girl Inter-School Science Competition in 2021, because of the N-Power Teach intervention program. Another interviewee stated that in terms of academic performance, the N-Power Teach program has greatly helped to improve the academic performance of the students in the state secondary schools. The interviewee states that

...in terms of academic performance, the N-Power Teach scheme has greatly helped to improve academic activities in secondary school education in Kogi state which the students, their teachers, and government officers can attest to Source: E3

Table 2: Performance of Students of Army Day Secondary School Lokoja in WAEC

S/N	Year	Total No. Students	Students pass >5 Credits including Maths and English	%	Students Pass <5 Credits	%
1	2018	161	129	80.1	32	19.8
2	2019	162	125	77.1	37	22.8
3	2020	184	128	69.5	56	30.4
4	2021	132	130	98.4	02	1.5

Source: Author's, Finding 2023

Army Day Secondary School Lokoja with West African Examination Center No: 4231207 made some progress in the Senior Secondary Examination since the N-Power Teach. In 2018 of the 161 candidates that sat for the examination

129 passed at credit level in 5 subjects (including Mathematics and English Language), while 32 did not. In 2019 also, of the 162 candidates that sat for the same examination 125 had more than 5 credit (including Mathematics and English

Language), while 37 did not. Similarly, in 2020 of the 184 candidates that sat for the examination, 128 passed with more than 5 credit (including Mathematics and English Language), while 56 did not. 133 candidates that sat for the examination in 2021, and the school recorded 130 had more than 5 credit (including Mathematics and English Language), and only 02 did not. This study produced results that corroborate the findings of a great deal of the previous work in Mulford (2003) which states that the academic performance of the student can be improved on through a series of government intervention programs, although the teachers are often faced with several challenges which in turn hurts their works. The paper also corroborates the position of Mulford in the area of performance of the students with the social intervention in this case the N-Power Teach scheme of the government of Nigeria. The position of respondents shows that an improved academic performance of the students in secondary schools in Kogi state is one of the major impacts of the N-Power Teach scheme the paper shows.

Fill-In for Shortage of School Teachers: Several interviewees explicitly referred to the N-Power Teach scheme as a fill-in-the-gap program for Kogi state secondary schools in particular because they lack teachers in many subjects in the state schools. An interviewee expressed that

...the N-Power Teach program of the Nigerian Federal Government serves a fill in the gap in several subjects due to the absence or shortage of school teachers in Kogi state secondary schools' education Source: D1

Another interviewee offered an explanation for the shortage of school teachers in the Kogi State Teaching Service Commission to include the lack of recruitment of staff into the service for some years. The interviewee states that

...for several years now the Kogi State Teaching Service Commission has not been able to employ teachers in its secondary schools due to one reason or the other, hence, to fill in the gap as a result of the non-recruitment of teachers N-Power Teach scheme created a lot impact in the educational program of the state. Source: D2

The findings of this paper show that the N-Power Teach scheme of the Federal Government has created a lot of impact on secondary school education in Kogi state, especially in the area of fill-in the gap in subjects that teachers are lacking in the state schools. It is encouraging to compare these findings with that found that Mulford (2003) that various programs designed by the government and non-governmental organizations can assist in filling the existing gap of teachers for critical subjects. The position of Mulford (2003) was further confirmed by the findings of the current research which shows that the N-Power Teach scheme of the Federal Government has impacted greatly in the area of filling the existing lack of teachers in Kogi state due to over decades of non-recruitment of teachers in the state. The current research finding shows the N-Power Teach scheme filling the gap in the shortage of teachers in Kogi state secondary schools.

Provision of Leadership Training: Interestingly, there were also differences in the impact of N-Power Teach in secondary school education in Kogi state as expressed by the informants. One such opinion was the provision of leadership training that comes with the N-Power Teach scheme to the beneficiaries as well as the students. An interviewee states

...the impact of N-Power Teach on secondary school education in Kogi state cannot be overemphasized because through the scheme leadership qualities and training are directly or indirectly impacted by the students in schools across the state.

The data analyzed shows that directly or indirectly the N-Power Teach has impacted the area of leadership training for the students in Kogi state secondary schools. Consistent with the literature, this paper is in line with Sackney, Walker, & Hajnal (1995) which opined that the invariable support the position of this paper that the N-Power Teach scheme of the Nigerian Federal Government has directly impacted the lives of the students through the provision of the leadership to the students as well as training for the beneficiaries as well. The N-Power Teach scheme has impacted the students in secondary schools through cooperated leadership training for the students.

Provision of Teaching Assistant: In response to objective one, most of the interviewees indicated that the N-Power Teach scheme has been able to provide teaching assistants to secondary school education in Kogi state. An interviewee was emphatic that the scheme provides teaching assistants to schools across the state, the interviewee stated thus

...the N-Power Teach scheme has contributed in no small measure to secondary school education in Kogi state, especially through the provision of teaching assistants to schools in need of them.

Another interviewee explained the impact of the N-Power Teach on secondary school education in Kogi state which they viewed from a teaching assistant's point as interviewee stated that

the role of teaching assistants in secondary schools cannot be overemphasized as they in some cases assist the core subject teachers in carrying their work and in teaching the student when the main subject teacher is not available.

Thus, the data collected and analyzed shows that the N-Power Teach scheme has significantly impacted secondary school education in Kogi state through various teaching assistantships the beneficiaries of the program often render. There are similarities between the attitudes expressed by Schochet (2008) and Ibarraran, (2015) who stressed the importance of teaching in any educational system. Thus, the N-Power Teach has been of great benefit to secondary schools in Kogi state. The impact of the scheme includes the provision of teaching assistance to secondary schools in the state.

Provision of Quality Supervision and Stimulate Creativity in Learning: An important issue that emerged from the interviews was the provision of quality supervision and stimulating creativity in learning in secondary schools in Kogi state. An interviewee expresses their belief that N-Power Teach has greatly impacted both the students in secondary schools across the state and the learning environment in general. The interviewee stated thus

N-Power Teach Scheme has impacted greatly Kogi state education, especially in the area of secondary school supervision, and of case it helps to stimulate creative learning in schools across the state through the efforts of these youth graduates engaged by the government.

These issues that emerged show that N-Power Teach contributed in no small measure to secondary school education in Kogi state, especially in the aspect of stimulating creativity in learning among secondary school students in the state. Another interview affirmed that N-Power Teach has contributed to impacting creativity in education in Kogi state. Thus, the data analysis shows that the N-Power Teach scheme has impacted greatly secondary school education in Kogi state through adequate and quality supervision and it has stimulated creativity in learning in schools across the state. The findings of the current research corroborate the ideas of Iloabuchi, Abraham, & Afangideh (2016) who suggested that teachers are trained to facilitate learning through various means in the classroom to achieve an educational goal. The positions of these scholars collaborate findings of this paper which shows the N-Power Teach scheme introduced by the Federal Government of Nigeria has been able to provide quality supervision and stimulate creativity in learning in secondary schools in Kogi state.

The Challenges of N-Power Teach on Secondary School in Kogi State

This section focuses on the challenges faced by the beneficiaries of the N-Power Teach in Kogi state secondary school. The following were the findings:

Delay in Payment of Stipends to Beneficiaries: An important finding that emerged from the data collection which constitutes the biggest challenge to N-Power Teach in secondary schools in Kogi state is the delay in the payment of the stipends meant for the beneficiaries of the program. An interviewee states

...the Federal Government hardly pays us on time. Sometimes in two or three months, we will not be paid our stipends

which invariably affected our level of productivity in the teaching job assigned to us.

The majority of the interviewees agreed with the statement that the delay in payment of stipends to beneficiaries affects the output of the N-Power personnel, especially in the area of productivity. Another interviewee states that it affects its productivity level

...by the delay in the payment of stipends to beneficiaries, which directly affects the level or rate of productivity amongst the beneficiaries.

Similarly, another interviewee states that payment of

...the stipends to us does not come as at when due, and the delay in the payment of this little cash hindrance our productivity in the teaching job assigned to us.

The analysis of the data collected shows that one of the major challenges to N-Power Teach in Kogi state secondary schools remains the delay in payment of the stipends to beneficiaries. The findings are in keeping with previous studies such as Abin (2018). The scholar stressed that the payment of beneficiaries of N-Power generally is faced with a delay in payment of stipend which hurts the performance of the beneficiaries. However, Odey, Sambe, & Adoga-Ikong (2011) suggested that the federal government should ensure prompt payment of the stipend of the beneficiaries because of the significant consequences of the delay in payment has caused to the scheme. The findings show that one of the major challenges the N-Power Teach faced is the delay in payment of their stipend by the federal government of Nigeria, which has negatively affected the performance of the beneficiaries in Kogi state secondary schools.

Lack of Commitment to N-power Teach: The results shows that some N-Power Teach scheme is also faced with the challenge of lack of commitment which some have attributed to delays in payment of their stipends. An interviewee state that

...commitment to the N-Power Teach scheme is difficult to get because of the delay in payment of the stipends that are

due to them. Who do you expect commitment from N-Power beneficiaries that have not been paid for two to three months?

Apart from the delay in payment of their stipends which some have attributed to the lack of commitment to N-Power Teach other interviewees to state that some are not just committed for no just reason. Another interview states that:

...the truth is that some beneficiaries are not just committed to the teaching and they have happened to find themselves in the scheme. The lack of commitment from this set of beneficiaries contributes significantly to the challenges facing the scheme in the state. Similarly, another interviewee has the same view when he states that: "the lack of commitment from the beneficiaries of N-Power Teach in Kogi state is one of the sets back of the program".

The findings of this paper show that commitment to the scheme is poor due to some reasons provided by the beneficiaries which may include delay in the payment of their stipends which may affect their means of transportation to the venue of their assignment. Consistent with the literature, these research findings collaborate with that of Okoro & Bassey (2018) in their article opined that N-Power teachers' competence and efficient teaching in Nigeria, they stressed the importance of commitment, and where it is lacking, teaching activities tend to suffer. Similarly, Olorunsola (2022) stresses that lack of commitment to any social intervention scheme of the government affects the very essence of the program. Thus, the findings show that the N-Power Teach scheme of the Nigerian Federal Government is challenged due to the lack of commitment from the beneficiaries of the scheme and those with one responsibility or the other as it regards the program.

Professional Challenge in Teaching: Interestingly, this paper found that most of the N-Power Teach beneficiaries are not professionally trained teachers hence, their ability and capability to teach the subjects assigned to them can be a challenge. An interviewee stated that

...the issue right now is that some of us are assigned subjects that are not in our area of study or area of specialization right from our undergraduate days due to the lack of teachers in those subjects. Some struggle to teach the subjects assigned to them because it is not in their area of specification.

This paper's findings show that the lack of professionalism on the part of the N-Power beneficiaries was further compounded by the lack of teachers in secondary schools across the state. Another informant states that

...the lack of teachers in the Kogi state secondary schools can be attributed to the posting or assigning of N-Power beneficiaries to teaching positions or subjects that have no direct bearing on the beneficiaries' area of specialization.

Another interviewee indicates that

...the head of these secondary schools in the state tends to assign some of the N-Power beneficiaries to subjects that ordinary not their area of interest in secondary schools in Kogi state.

It is encouraging to compare these findings with that found by Yadu (2020) who opined that teaching involves the display of professionalism and the lack of professional toughness in teaching can lead to problems. This paper shows that most of the beneficiaries of the N-Power are not professional teachers and this scenario hinders their effective delivery of the mandate given to them to perform at the various secondary schools in Kogi state. The findings are in line with that of O'Sullivan (2011) who stressed the 'vagueness around the concept of professionalism in Ireland', and the implication of professionalism in the teaching profession. Also, Purdon (2004) discusses professional development as an essential part of professional life, thus, collaborating with the current research findings which show that most of the beneficiaries of the N-Power Teach scheme are unprofessional and may not be qualified to teach.

Weak Monitoring and Evaluation: In response to the above questions on the challenges, most of the interviewees indicated that monitoring and evaluation is one major challenge facing the N-

Power Teach in secondary schools in Kogi state. An interviewee stated that

...the N-Power Teach scheme is a good program to fill the gap in the secondary schools in Kogi state because in some core subjects the students are seriously lacking teachers, however, the way the N-Power Teach works is such the monitoring and evaluation of the beneficiaries are often down-played by the Federal Government.

Another interviewee stated that

...the N-Power Teach scheme is not run like the previous governmental scheme where is adequate provision for monitoring and evaluation of the activities of the beneficiaries. This is one of the biggest challenges confronting the scheme that I know of now.

It is interesting to note another interviewee' has a similar view about the issue of monitoring and evaluation of the scheme in the state. The interviewee stated thus

N-Power Teach scheme even though is a nice program of the Federal Government to fill the gap due to the lack of teachers in the state teaching service board, but it seems the government is less concerned about checking on the people engaged to carry out this scheme.

The data analyzed shows that one of the fundamental challenges to N-Power Teach in Kogi state secondary school is the lack of monitoring and evaluation of the beneficiaries in the state and in the various secondary schools they serve. Following the present results, previous studies such as Nwaobi (2019) demonstrated that monitoring and evaluation issues can be a challenge to any educational program of the government. Similarly, Safaryan (2020) also demonstrated that monitoring and evaluation have a prominent and crucial role in attaining targeted educational sector goals, and where these are lacking meeting the set goals is often difficult. The current research findings confirm the position of the previous scholars that monitoring and evaluation are key to a successful educational program. This paper opined that the lack of monitoring and evaluation of the beneficiaries of the N-Power Teach scheme invariably affects the entire goals and objectives

of the scheme. Byamugisha&Basheka (2015) states that in the area of evaluation and monitoring suggested that if a scheme succeeds these two elements must be taken seriously, unfortunately, these two elements is what the current research found to be lacking in the N-Power Teach of the Nigerian government.

Lack of Instructional Materials: The inadequacy in terms of instructional materials contributes to challenges confronting the scheme. An interviewee state that

...the inadequacy of instructional materials contributes in no small measure to the challenges confronting the N-Power Teach in Kogi state secondary schools. Beneficiaries of the scheme can hardly get the needed instructional materials to teach the students in some cases and some schools.

The place of instructional materials in the teaching of secondary school students cannot be overemphasized, thus, an interviewee stressed when this is absent learning in secondary schools across the state will now become difficult. The findings of this paper in keeping with previous observational studies of Dhakal (2020) demonstrated that the lack of materials especially instructional ones contributes to the high failure rate of pupils at the grade seven level in schools in Zimbabwe. The findings are consistent with those of Tuimur&Chemwei (2015) who demonstrated that the availability and use of instructional resources necessary for teaching, and when they are lacking the students suffer. Similarly, the findings support the position of Dhakal (2020) who stresses the negative impact of lack of instructional material on learning in schools across the country, thus, supporting the current research findings which show the N-Power Teach scheme is a great challenge in the area of availability of instructional materials for beneficiaries of the program to use.

Limited Coverage: What is striking about the findings is that interviewee complained that the N-Power Teach has limited coverage considering the high rate of lack of teaching in Kogi state public secondary schools. An interviewee stated that

...although the N-Power Teach is a laudable program of the federal government of Nigeria because they have limited coverage. The fact remains that the Kogi state government has not recruited teachers for years now hence, the need to have a large number of beneficiaries which, unfortunately, we are not getting now.

The number of N-Power personnel is limited in term of coverage, considering the number of schools in the state and the number of schools in need of teachers requires more of these beneficiaries which, unfortunately, are not available as averred by an Informant. The data analyzed shows that limited coverage of the N-Power Teach affects the very essence of the program which is to fill the gap of lack of teachers in the country's public secondary schools across the states. The findings seem to be consistent with other research by Oketch, Mutisya, Sagwe, Musyoka, &Ngware (2012) which demonstrated that the growing inequality in educational opportunity has great consequences. The above discussion confirms the challenges associated with the N-Power Teach scheme of the Nigerian government, that limited coverage of the program portrays the program negatively.

Conclusion and Recommendation

The main thrust of the research as shown at the beginning of this paper is to examine the impact of N-Power Teach on secondary school education in Kogi state, as well as the challenges of N-Power Teach in secondary school education in Kogi state. The paper concludes that the despite, the challenges faced by the N-Power Teach scheme, the programme has impacted greatly secondary school education in Kogi state the scheme fills the existing back in shortage of school teachers in the state because the state has not recruited secondary school teachers in years, hence, the N-Power Teach provided the avenue to fill the existing gap in the schools. The N-Power Teach in Kogi state has contributed to strengthening employment creation for the youth in Kogi state and across the country and provided new relevant skills into teaching in the state from the beneficiaries of the program. The study

concludes that some recommendations can be put in place to improve and strengthened N-Power Teach. These recommendations include the provision of effective payment of stipends for beneficiaries, and, the consideration and employment of beneficiaries permanently.

Acknowledgment

This study was supported and sponsored by TETFund Institution-Based Research (IBR) Grant.

References

- Abin, L. P. (2018). A critical study of N-Power Programme Implementation Process in Akwanga Metropolis of Nasarawa State.
- Byamugisha, A., & Basheka, B. C. (2015). Evaluating the budget and efficiency of the security, justice and governance cluster in Uganda: an empirical analysis. *Africa's Public Service Delivery & Performance Review*, 3(2), 26-80.
- Creswell, J. (2003). *Research design: Qualitative, quantitative and mixed methods approach (2nd ed.)* Thousand Oaks, CA: SAGE Publications
- Dhakal, K. R. (2020). Challenges of the use of instructional materials in geography classroom in secondary school: Nepal. *Journal of Geographical Research*, 3(3), 36-39.
- Ibarrarán, P., Kluve, J., Ripani, L., & Rosas Shady, D. (2019). Experimental evidence on the long-term effects of a youth training program. *ILR Review*, 72(1), 185-222.
- Ibrahim, M. (2019). Africa's first challenge: the youth bulge stuck in 'waithood'.
- Iloabuchi, E. N., Abraham, N. M., & Afangideh, S. T. (2016). Management of teaching staff for quality education delivery in secondary schools in Abia State, Nigeria. *American Journal of Educational Research*, 4(8), 617-623.
- Merriam, B. S. (2009) *Qualitative Research: A guide to design and Implementation* San Francisco: Jossey-Bass
- Mulford, B. (2003). School leaders: Challenging roles and impact on teacher and school effectiveness. *A paper prepared for the OECD Improving School Leadership activity*, available at www.oecd.org/edu/schoolleadership.
- National Social Investment Office, 2018
- National Bureau of Statistics 208. *Unemployment/Under-Employment Report for 4th Quarter of 2017*. National Bureau of Statistics, Abuja, Nigeria.
- National Population Commission, 2006
- Nwaobi, G. C. (2019). The impact of N-power (Training and empowerment) program on the duration of youth unemployment in Nigeria. Available at SSRN 3321713.
- Obadan, M. O. (2017). Analytical framework for poverty reduction: Issues of Economic Growth versus other Strategies *Proceedings of the Nigerian Economic Society's Annual Conference*, 1-18. May 12-14th, Lagos
- Odey, S. A., Sambe, N., & Adoga-Ikong, A. J. (2011). Assessment of the contribution of N-power programme to youth empowerment in cross river state, Nigeria. *Education*, .
- Oketch, M., Mutisya, M., Sagwe, J., Musyoka, P. K., & Ngware, M. W. (2012). The effect of active teaching and subject content coverage on students' achievement: evidence from primary schools in Kenya. *London Review of Education* Vol 2. 16 Pp 25-38
- Okoro, S., N. & Bassey, U. E. (2018). N-Power teachers' competence and resource utilization: Implication for effective and efficient teaching in Nigerian primary and post primary schools. *International Journal of Education and Evaluation* 4(1), 53-62
- Okoye U. C. & Onyukwu, E. O. 2007. Sustaining Poverty Reduction Efforts through Inter-Agency Collaboration in Nigeria, in K. Omeje (ed), *State, Society Relations in Nigeria: Democratic Consolidation, Conflicts and Reforms*. London: Adonis and Abbey.
- Olorunsola, J. O. (2022). An Evaluation of Impact of N-Power Programme among Youth in Nigeria. *Educational Research (IJMCER)*, 4(2), 172-175.
- Onuoha, P., Peripaul O.O., Woghiren, U., & Uhunoma, A. (2019). *Journal of Advances in Economics and Finance*, 4(1), 23-30.
- Onimisi, T. (2018). Trends of human rights abuse in Nigeria: 1996-2013. *International Journal*

- of *Advanced Studies in Social and Innovation*, 2(2), 70-79.
- Onimisi, T. (2020). The use of qualitative research method in the study of policy implementation in Nigerian: sharing an experience. *Global Journal of Politics and Law Research*, 8(2), 1- 10.
- O'Sullivan, H., & West-Burnham, J. (Eds.). (2011). *Leading and managing schools*. Sage.
- Patton M. Q. (2002) *Qualitative research and evaluation methods* 3rd Sage Publications; Thousand Oaks, CA
- Purdon, A. (2004) Perceptions of the educational elite on the purpose of a national framework of continuing professional development (CPD) for teachers in Scotland. *Journal of Education for Teaching*, 30(2), pp. 131–149
- Riley, K., & Louis, K. (Eds.). (2000). *Leadership for change and school reform: International perspectives*. London: Routledge Falmer.
- Ritchie, J., Lewis, J., & Elam, R. G. (2013). Selecting samples. *Qualitative research practice: A guide for social science students and researchers*, 111.
- Sackney, L., Walker, K., & Hajnal, V. (1995). Organisational learning, leadership and selected factors relating to the institutionalization of school improvement initiatives. Paper presented to the annual meeting of the American Educational Research Association, San Francisco.
- Safaryan, N. (2020). Methodological issues of education monitoring and evaluation. *International Journal of Learning and Teaching*, 12(4), 176-183.
- Schochet, P., et.al (2008) “Does Job corps Work? Impact findings from the National Job Corps study” *American Economic Review*, 98(5)
- Solihin, D. (2012) Policy implementation of poverty alleviation in Lebak District of Banten Province. *Public Policy and Administration Research* 2 (2) 14 – 22.
- Tuimur, H. N. E., & Chemwei, B. (2015). Availability and Use of Instructional Materials in the Teaching of Conflict and Conflict Resolution in Primary Schools in Nandi North District, Kenya. *Online Submission*, 3(6), 224-234.
- UIS. 2012. [*International Standard Classification of Education, ISCED 2011*](#)
- Yadu, P. G. (2020) Challenges Associated with Teachers' Professional Development through Research-based Activities