

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

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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. This case study paper was conducted in Kogi state, Northcentral, Nigeria. Data was collected through in-depth interviews and secondary sources, while the interview data were analyzed thematically. The finding revealed that the impact of the programme on secondary school education in Kogi state includes the provision of new relevant skills in teaching, improving academic performance, and fill-in for the shortage of schoolteachers. For the challenges of the programme in Kogi state, the paper shows include delays in payment of stipends to beneficiaries, lack of commitment to N-power teaching, the professional challenge in teaching, weak monitoring and evaluation, the weak synergy between N-power beneficiaries and secondary schools, and lack of instructional materials. The paper also provides some strategic recommendations such as the provision of adequate payment stipends, and synergy between the N-power scheme and other non-government organizations.

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

1. Introduction

The growth of any nation depend largely on the quantity and quality of all segment of its population. The number of literacy is an index to measure a country's level of development. Ininitially, secondary educational institutions were established and run by missionaries, only a few were controled and owned by government. The first military administration led to federal and state government alike to establish more secondary and tertiary educational institutions (National Bureau of Statistics). The high prevalence of low performance of Secondary Schools in Nigeria alongside poverty and nutritional crisis in the rural area of the country are occasioned by the absence of sustainable socio-economic empowerment and the recent Covid-19 pandemic. Over the years, there have been efforts by federal government to boost literacy level in Nigeria. The N-power programme is one of the national social investment programmes of the Nigerian government. It is an employability and enhancement programme of 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. The programme begins with online registration, and physical verification of

credentials, this is done at the state level, in order 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. The purpose of the current research, therefore, is 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 these five years of the scheme in Kogi state secondary schools.

1.1 Statement of Problem

The unemployment rate of graduates in Nigeria as of 2015 to 2021 is 4.3%, 7.06%, 8.39%, 8.46%, 8.53%, 9.71%, 9.79% respectively meaning the unemployment rate is increasing yearly (statista, 2022). Considering the increasing number of poor people in Nigeria and the demand for increase number of teachers in secondary educational institutions, President Muhammadu Buhari's administration came up with the National Social Investments Programme (N-SIP) as a strategy for combating the growing poverty and unemployment among the youth. The investment programme of the Federal government N-SIP scheme was created to enable citizens' to exit poverty and unemployment through capacity 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. This gap is necessary to be filled 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 of the pandemic (NBS, 2019). Nigerian educational indicators shows that the performance of children especially in the second section has not really improved despite, attempts to involve the youth through social investment programme (Mo Ibrahim Foundation, 2019). Yet, Nigerian youth consist of 60.74% of Nigeria's population (NPC, 2006). Despite this pathetic educational profile of Nigerians, there are speculations that the beneficiaries of the scheme show little or no interest in the work to which they are paid to do. Previous studies such as Omilola (2017), Akinleye et al (2019), and Olise (2000) have focused on the assessment of the Conditional Cash Transfer of the scheme largely on 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 on the educational sector, especially at the secondary school level in Kogi state in particular, which many scholars of social investment programmes have carefully neglected.

1.2 Research Objectives

- A. To assess the impact of N-Power Teach on Secondary Schools in Kogi state
- B. To investigate the challenges of N-Power Teach in Secondary Schools in Kogi state

2.1 Conceptualization and theoretical framework

Social Investment Programme: The social investment programme also known as N-power is expected to train 500,000 Nigerian youth in various categories; N-teach, N-Health, and N-Agro (National Social Investment Office, 2018). The innovation is geared towards the enhancement of ailing the nation's public services in the area of basic education and primary healthcare while in the agriculture sector; it is aimed at achieving self-sufficiency by giving farmers relevant advisory services.

N-Power: The concept N-Power is an integrative scheme or programme established by the government for purpose of creating a platform where most Nigerian youth can access skills acquisition and development. At this time, however, the initial modular programmes in N-Power are designed for Nigerian citizens between the ages of 18 and 35.

N-Power Teach: The concept of the N-Power Teach scheme engages or temporarily employs qualified graduates for the benefit of basic education delivery in the country of Nigeria. The scheme engages and deployed these graduates to teach and assist in primary and secondary schools across Nigeria and to fill in the gap created by the lack of a teacher. The beneficiaries of the scheme do not replace teachers in those schools they are asked to teach but are to work as support teachers, assisting with teaching, school management, and other functions within the schools. Through the scheme, basic education has been taken to children in marginalized communities.

Secondary School Education: Secondary school education is that stage of schooling that provides learning and other educational activities with the aim of building on primary education and subsequently preparing the student for labour market, post-secondary non-tertiary education, and of course tertiary education (UIS, 2012). It is important to note that secondary education is intermediate-level learning. Secondary school education in Nigeria like most countries of the world is the stage of the education process where the young mind develops from adolescence stage to the most rapid phase of their mental, physical, and emotional growth. At this stage of the children's education, the values and attitudes learned at primary school are more developed.

Theoretical Framework: The development of a widely applicable framework for analyzing policy implementation has been of concern to scholars over the years. The early writers represented by Pressman and Wildavsky (1973 in Winter, 2006) concentrated on the complexity of policy implementation by various organs of government. Later writers like Mazmanian and Sabatier (1981 in Winter, 2006) projected a top-down approach to public policy implementation. It is also argued that the crucial role of implementation analysis is to identify the factors which affect the achievement of statutory objectives throughout the process (Sabatier and Mazmanian, 1979 in Winter, 2006). In line with Sabatier and Mazmanian's proposition, the theory of public policy implementation as articulated by Van Meter and Van Horn (Hill and Hupe, 2002 as presented in Solihin, 2012) is considered appropriate for examining NSIP as an instrument for poverty alleviation. Meter and Horn emphasized the need to classify policies in terms that highlight implementation difficulties (Solihin, 2012). They averred that there is an interrelationship between the change required and the level of consensus and thus hypothesized that implementation is most successful where only marginal change is required and goal consensus is high. The disposition or response of the implementers of NSIP such as the Social Investment Office (SIO) and ministries is considered critical to the success of the programme in achieving the goals of the scheme.

2.2 Social Investment the Nigerian Example

The structure of the N-POWER volunteer corps is that it is a paid, two-year, post-tertiary engagement program for Nigerians between the ages of 18 and 35. The graduates will carry out their primary operational responsibilities in designated public services in the communities that are closest to them.

In addition, they are entitled to computing services that will include information for their ongoing training as well as information relevant to their particular engagement. By serving as teacher assistants in primary schools, N-POWER Teach Volunteers will, in particular, contribute to the enhancement of the delivery of basic education in Nigeria. Again, N-POWER Teach (STEM) is a part of the N-POWER teach program and helps the Federal Government's STEM program for primary and secondary schools by utilizing recent graduates who are interested in and skilled in computer programming and other related fields. In a similar vein, volunteers from N-POWER Health will work to improve and promote preventative healthcare in their communities for the most vulnerable members of society—including children and pregnant women—as well as families and individuals. It is anticipated that N-POWER Agro volunteers will provide farmers across the nation with advisory services by disseminating the necessary information and compiling data on Nigeria's agricultural assets. In a similar vein, the Voluntary Asset and Income Declaration Scheme (VAIDS) aims to persuade non-compliant and partially compliant taxpayers to voluntarily declare their correct assets and income, as well as to pay the appropriate amount of tax to the government.

In essence, this program is intended to last one year. After that, participants who have performed admirably may receive job opportunities from the appropriate tax authorities, and the remaining participants will be transferred to N-Power Teach to complete their program. In the second category, the N-POWER knowledge program teaches young Nigerians how to build a knowledge economy with world-class skills and certifications so they can compete in domestic and international markets. In a similar vein, N-POWER Build is a part of the NSIP program that provides vocational training to unemployed youth in Nigeria. Its goal is to train and certify them to become highly skilled technicians, artisans, and service professionals. NPOWER Build is broken down into seven trade disciplines: automobile, carpentry, joinery, electrical, installations, masonry, painting, decorating, plumbing, pipefitting, welding, and fabrication. This program is intended to last for a total of twelve months and consists of nine months of apprenticeship with relevant industry employers and three months of training in training centers. Beneficiaries (trainees) also receive a monthly stipend of N10, 000 in addition to the necessary training materials (tools and consumables). However, trainees who are accepted into the program's apprenticeship phase will receive their tool kits as a free exit package.

The Nigerian government has also implemented the "every child counts education policy" (N-POWER JUNIOR) to revolutionize digital literacy, the acquisition of functional skills, school infrastructure, and teacher retraining in order to transform Nigeria into a knowledge-driven economy for our young citizens. In fact, the government is facilitating practical creative, and innovative skills through this program, which is developing twelve model schools in six geopolitical zones to enable Nigerian children to be the engine for the country's emerging economy. Through the N-Power (INNOVATION HUBS PROGRAMME), the FGN plans to establish eight technology innovation hubs across the nation, with one in each geo-political zone (including Abuja and Lagos), as well as remodeling ten thousand classrooms each year with improved training kits in collaboration with states. Each hub is expected to incubate approximately twenty businesses annually, which has the potential to generate approximately 5,000 jobs over the course of two years. The hubs are primarily designed to provide indigenous solutions to local issues while encouraging innovation across the nation. As of August 2018, approximately 500,000 graduate participants had been assigned to roles in teaching, health, agriculture, tax, and monitoring; with an N30, 000 monthly allowance. In order to make it easier for these N-POWER volunteers to successfully carry out their chosen profession and take control of their lives, they are given devices with relevant content for continuous learning. In a similar vein,

approximately 20,000 non-graduate participants in the N-Build category have received training in audited skill centers equipped with toolboxes for three months in 36 states and the Federal Capital Territory (Abuja) for a monthly stipend of N10, 000. Through close collaboration with relevant agencies, these beneficiaries are then placed as interns for nine months.

The study's dataset will primarily be compiled from administrative data from N-POWER and a follow-up survey. It is anticipated that the participants' names, addresses, telephone numbers, and application dates will be included in the administrative dataset. Importantly, personal information will be used to contact applicants once more for follow-up. Again, the YESSO Single Register, N-SIP Social Register, and Nigeria's living standard measures study of the General household survey will be used to design the questionnaire for the follow-up survey. According to Nwaobi (2019), who's the study used three groups of variables:

(A) Individual and household baseline characteristics, including age, marital status, education level, and occupation, as well as demographic and socioeconomic information about the applicants; size and composition of the household, sex, and relationship to the candidate.

(B) The primary outcomes: insertion into the labor market and quality of employment (has health insurance, a pension, a salaried job, a contract, and weekly hours worked); income (in logarithmic terms, per month); and income contingent on compensated income (in logarithms per month).

(C) Institutional variables: Our sample design will consist of two statistical stages: determining the primary sampling units needed for the survey sample's randomization and power calculation. The sampling in the proposed project will be chosen to be sufficiently statistically powerful for external validity while also being representative of the youth unemployment rate in Nigeria.

A database of community-identified and community-ranked poor households and families known as YESSO SINGLE REGISTER (SR) contains pertinent socioeconomic information about each member of the household. The N-POWER PORTAL has processed over 2.5 million applicants, hosts a database of unemployed graduates seeking employment, and thus provides a veritable platform for engaging graduates in the country. The information collected here is established through a community-based information gathering (CBIG) process in which community members across its social strata as the primary progenitors identify the poor among them using community-established and agreed criteria (Nwaobi, 2019).both the private and public sectors, with information about qualifications, BVN, age, numbers, interests, and other details.

Information systems like NASSCO SOCIAL REGISTER (NSR) help with outreach, intake, registration, and figuring out if you might be eligible for one or more social programs. People can use it to register and be considered for participation in social programs. It is also an information system that helps people register and figure out if they might be eligible for social programs. It also has information on all registrants, including whether or not they are eligible for some social programs or are enrolled in them (Nwaobi, 2019). A nationwide survey of 5,000 households, the NBS GENERAL HOUSEHOLD SURVEY (GHS-PANEL) is also representative of the geopolitical zones (at the urban and rural levels). The GHS-Panel is a new and powerful tool for studying and understanding the role of agriculture in household welfare overtime as well as how households add to their human and physical capital; in fact, the ability to follow the same household's overtime makes the GHS-Panel a long-term project to collect

household-level panel information; how earnings are affected by education and, among other things, how government programs and policies address poverty (Nwaobi, 2019).

3. Methodology

The paper adopted and used qualitative research to meet the objectives of the work. Case study design the researcher felt captures the objective of the paper. The choice of case study for this paper enhances, supports, and provides an adequate understanding of the phenomenon. Purposive sampling was considered the most prominent and suitable in the selection of interviewees (Patton, 2002; Ritchie et al, 2013; Merriam, 2009; Creswell, 2003; Onimisi, 2018; Onimisi, 2020). Those interviewed were selected based on their experience of working with N-Power Teach, beneficiaries of the scheme, and the ability and capability of the informants to promptly and comprehensively express themselves. Those interviewed were drawn from the three senatorial districts of Kogi state, which are the beneficiaries of the N-Power Programme, facilitators of the programs, and students of secondary schools in the state, and people who are knowledgeable about the areas and principals of secondary schools. The criteria for selection were based on their experiences at the helm of affairs of the social intervention program. Two noteworthy techniques that were utilized for data collection in this paper were essentially the primary and secondary sources. 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. The fifteen (15) informants were interviewed, while thematic analysis for data analysis was adopted for analysis.

4. Findings and Discussion

4.1 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 was able to create job opportunities for the youth of the state, who in turn created much significant impact 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*. 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*. This finding is consistent with that of Olorunsola (2022) as the scholar opined that due to the constraint of the paucity of jobs in the economy the social intervention program organized by the government the needed employment opportunity are created for the youth in Nigeria. 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 findings 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 the country's youth population and at the same contribute to secondary school education of Kogi state.

Brought New Relevant Skills into Teaching: As one interviewee put it that N-Power Teach has brought about new relevant skills in the teaching of secondary schools in the state. The interviewee states that *the introduction of N-Power Teach in secondary schools across the state has brought about new*

skills in teaching. 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.* 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 experiences 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 data obtained from Obadan (2017) where the scholar opined some governmental policy or intervention programs though targeted towards poverty reduction it has also assisted in introducing innovation to the social intervention program of the government. 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 student in Kogi state.

Improve Academic Performance: The analysis shows that there were improve 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 the Kogi state. You will observe that students in our secondary schools in the state have better performance under this 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.* 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 work. 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. This study supports evidence from observations of Riley & Louis (2000) which state that teachers, in particular, try to bring out the best in their students in the local school community. This, confirms the position of this paper which shows that an improved academic performance of the students in secondary schools in Kogi state was 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.* 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. 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 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. This finding broadly supports the work of Brooking, Collins, Court, & O'Neill (2002) titled "*Getting below the surface of the principal recruitment 'crisis' in New Zealand primary schools*", which focus on the principal recruitment crisis in New Zealand. 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 interview 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) state that leadership training is one important impact of teachers the students, which 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 training for the beneficiaries as well. Also, Spencer (2001) stressed the importance of leadership training in schools and among the students which in turn confirmed this paper's position that show that 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 can be overemphasized as they in some cases assist the core subject teachers in carryout 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 school education 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 cause 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 one aspect of our education in Kogi stating he is creativity learning. The informant stated thus: *“the scheme has contributed in no small measure to the creativity learning thrives of the state government, especially through their young graduate”.* Thus, the data analysis shows 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 with the 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.

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

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 met 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 pay our monthly stipends which invariably affected our level of productivity in the teaching job assigned to us.* The majority of the interviewee 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 Odey, Sambe, & Adoga-Ikong (2011) opined 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 has to scheme. The findings seem to be consistent with other research 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. 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 data analyzed shows that some N-Power Teach scheme is also faced with the challenge of lack of commitment which some has attributed to delays in payment of their stipends. An interviewee states 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 set back of the program”*. The findings of this paper show that commitment to the scheme is not complete 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 professional teachers hence, their ability and capability to teach the assigned subjects to them teach the secondary schools students 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.* These papers' 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 such

hinders their effective delivery of the mandate given to them to perform at the various secondary schools in Kogi state they must. 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 shows 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 states 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 Mupa, & Isaac Chinooneka (2019) 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 are limited in term of coverage considering the number of schools in the state and the number of schools in need of teachers require more of these beneficiaries which, unfortunately, are not available. 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) demonstrated that the growing inequality in educational opportunity has great consequences. This, confirms the challenges found in the N-Power Teach scheme of the Nigerian government that limited coverage of the program portrays the program negatively.

5. 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 to examine of 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.

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