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Assessment of the Contribution of N-Teach programme on Youth Empowerment in Kaduna State

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Abstract

Any society that wishes to take the path of development most ensure that its young population are not only educated, but are gainfully empowered to participate fully in the productive sectors of the economy. The N-Teach programme of N-Power under the broader National Social Investment Programme (N-SIP) introduced by President Muhammadu Buhari in 2015 was to provide employment opportunities to youths who are school leavers. The main objective of the study was the find out the contribution of N-Teach programme of N-Power on youth empowerment in Kaduna state. Data for the study were generated using both primary and secondary sources. The primary sources of data was the use of close ended questionnaire while the secondary sources of data include official release of N-Power Office and the Ministry of Humanitarian Affairs, Disaster Management and Social Development, textbooks, journal publications, and materials from official sites of local and international organisations. Data generated were analysed using descriptive statistical tool of tables and percentages, and inferential statistical tool of Linear Regression to test the hypothesis. The study discovered that the N-Teach programme has positively influenced youth empowerment in Kaduna state. It showed that the independent variable has strong correlation and has a significant contribution to youth empowerment with the p-value being less than 0.05. The study recommended for the reintroduction of the Npower programme of view of its many achievements.

Keywords: N-Power Programme, N-Teach Programme, Youths, Empowerment

Introduction

The topic of youth empowerment is a matter of worldwide significance especially in today's world. All governments and various development partners are actively working to find a permanent solution to this issue. Many countries, whether they are developed or developing, have faced notably high unemployment rates at various times. This remains a global challenge that impacts all nations, both prosperous and those with fewer resources. However, the situation is particularly acute in developing regions, especially in sub-Saharan Africa and Latin America. This alarming trend is concerning, as the young members of the population are anticipated to be the driving force that accelerates development in all its forms due to their vigor and youthful advantages.

Globally, social investment programmes are geared towards empowerment of people who are mostly within the working ages. As Onah and Olise (2019) would say, "regardless of the economic and political ideologies of any nation-state, social investment

or welfare programmes are considered vital to the sustainable development of human capital. The European Union (EU) in particular appears to lead the rest of the regions in the implementation of social investment programmes (SIPs)". Principally, youth constitutes the targeted clusters for the programmes in most countries, though with specific designs for citizens in dependency categories (Soludo, 2004). This is obvious as people within the youthful ages are considered not just more productive but have the tendency of channeling such energy to a venture that would be unfruitful and probably destructive.

Social Investment Programme is a broad-based welfare policy covering vast areas such as childhood education, active labour market policies, retraining and lifelong education, healthcare, housing support, among others (Boughet et al, 2015). Social problems were artificially created by the neoliberal market based policies and reforms set up in response to the global economic crises of the 1980s and that of early 1990s. Such reforms adopted by many developed and developing countries included spending cuts, retrenchments and privatization of public services (Peng, 2015). These policies resulted in increased poverty, social and economic inequality, hardship and human insecurity. Social investment perspective emerged as a way of modifying these excesses of neoliberalism. It is a "response to the significant challenges they face especially that of poverty, social exclusion and unemployment among young people" (Frazer and Sabato, 2015). Nigeria, as other countries in the West has initiated a number of such programmes in its history mainly with a "view to solving the incessant problems of poverty, unemployment and inequality. In some point in times, it is categorically geared towards reducing the rate of youth restiveness in volatile areas and states of the federation." (Lamidi, 2021).

The most recent of such social Investment Programme in Nigeria is the Npower programme initiated by the administration of President Muhammadu Buhari in order to fulfill his campaign promise of providing two million jobs to Nigerians. This is to tackle the menace of unemployment that is ravaging the country from its south to the north and is seen as a time bomb waiting to explode. For instance, the high rate of unemployment that was sweeping the world over was what later gave rise to the popular Arab revolt in Egypt, Tunisia, Syria, Libya, Iraq and Bahrain, to mention only but a few, a revolt that is caused by unemployment, poverty, inequality and dictatorship (Garba, 2018). World Bank Survey in 2011 showed that 40% of those who joined rebel movement said they were motivated by a lack of jobs, and 50% of those were involved in one form of criminality or the other, were also motivated by lack of jobs (Philip, Samson and Ogwu, 2013 in Garba, 2018).

Kaduna state is the third largest state in Nigeria in terms of population. The state is considered crucial not just because of its huge population, but also because of its political, historical, economic and metropolitan characteristics whereby all the ethnic nationals in Nigeria have made it their second home. Youth unemployment has become so disturbing that all the past and present leaders of the state have included it in their agenda on or before

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their inauguration into office. Many analysts are with the view that the state should have an advantage over others in terms of employment opportunities. This is due to the fact that Nigeria's first and only inland petroleum refinery in the North was built in Kaduna, it also plays host to an avalanche of textile mills (which are now moribund), the Peugeot automobile assembly plants, Olam Feeds and Hatchery, a steel manufacturing company among others.

In spite of the above, the results on the ground are disappointing. As of the third quarter of the year 2015, Kaduna state has an unemployment rate of 25.7% well above the national average of 23.9% (NBS, 2015). As a result, the purpose of this study is to provide an empirical look at how far N-Power Teach programme has been able to fulfill its targeted objectives of youth empowerment in Kaduna state, with a focus on the performance indexes of the programme.

Statement of Research Problem

The task of youth empowerment is globally handled by government as the youths constitute the bedrock of development of their nations. Nigeria being the largest country in Africa has a population of over two hundred and fifty million (250 million) people according to the data supplied by the National Bureau of Statistics. It is also a home to quite a number of natural resources such as crude oil, coal, lithium, gold, silver, tantalite etc. these God-given natural endowment are cut across the thirty six (36) states of the federation and the FCT.

Despite of the presence of the above natural resources in abundance, the level of unemployment has remained on the increase. The average rate of unemployment in Nigeria for the period 1960s and 1970s was put at about 2.0% and 4.5% respectively (NBS 2006). From the early 80s to date the case has been on the increase. According to a report by the Nigerian Bureau of Statistics (NBS), the country's unemployment rate has increased to 9.9 percent in the third quarter of 2015, representing a fourth consecutive rise in the unemployment rate since the third quarter of 2014 (NBS, 2015).

After his assumption of office in May 2015, President Muhammadu Buhari set in motion a system to initiate a programme to curb youth unemployment by providing jobs to graduates of universities, polytechnic, colleges of education and non-graduates between the ages of 18 to 35. This saw the launch of the N-Power programme in June 2016 which was a scheme under the broader National Social Investment Programme (N-SIP) of the Federal Government. The N-Power Teach (N-Teach) is a sub scheme under the N-Power programme along with N-Power Agro, N-Power Health, N-Power Tech and N-Power Build.

Research Questions

Base on the problem highlighted and discussed in the foregoing, the following research questions are posed:

i.   To what extent has the Npower Teach programme of Npower contributed to youth empowerment in Kaduna state?

ii. What are the challenges of N-Power Teach programme in Kaduna state?

iii. What are the solutions to the challenges of N-Power Teach programme in the selected local government areas of Kaduna state?

Objectives of the Study

i.   To find out the extent to which the N-Power Teach Programme of has contributed to youth empowerment in Kaduna state.
ii. To discover the challenges of N-Power Teach Programme in Kaduna state.
iii. To proffer solutions to the challenges of N-Power Teach in Kaduna state.

Hypothesis of the Study

Ho: Npower programme of N-Teach has not significantly contributed to youth empowerment in Kaduna state.

H1: Npower programme of N-Teach has significantly contributed to youth empowerment in Kaduna state.

Review of Relevant Literature

Concept of Youth Empowerment

Youth empowerment is a complex process that provides young individuals with the abilities, resources, authority, opportunities and drive to make a positive impact on their lives and their communities. This idea encompasses helping youths to gain command over their individual and collective futures through education, skills development, and encouraging active involvement in societal progress.

According to the United Nations, youth empowerment involves "enabling young people to develop the skills they need to be effective and ethical leaders, fostering their active participation in civic and community life, and ensuring their voices are heard in the decision-making processes that affect their lives" (United Nations, 2016).

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The World Bank defines youth empowerment as a process that helps young people to develop competencies, skills, and self-confidence necessary to actively participate in the economic, social, and political arenas of society (World Bank, 2018). This definition highlights the role of empowerment in fostering the ability of youths to contribute meaningfully to the development of their communities and countries.

UNESCO emphasizes that youth empowerment involves "ensuring that young people have the opportunities, capacities, and supportive environments necessary for them to act on their own behalf and on behalf of others to create the conditions for positive social change" (UNESCO, 2017). This perspective underlines the importance of providing youths with the necessary tools and support systems to enact change.

In the context of Nigeria, the National Youth Policy describes youth empowerment as efforts aimed at creating an environment in which young people can gain employment, engage in entrepreneurship, and actively participate in the political process. This includes providing access to quality education, vocational training, and creating avenues for youth engagement in governance (Federal Republic of Nigeria, 2019).

Ezeani (2012) refers to youth empowerment as an attitudinal, structural and cultural process whereby young people gain the ability and authority to make decisions and implement change in their own lives and lives of other people. Youth empowerment means creating and supporting the enabling conditions under which young people can act on their own behalf, on their own terms, rather than at the direction of others. These enabling conditions includes economics and social base, political will, adequate resource allocation and supportive legal and administrative frameworks, a stable environment of equality, peace and democracy and access to knowledge, information and skills and a positive value system (Undiyaundeye & Otu, 2015).

It can be said that youth empowerment involves any activity or programme geared towards equipping youths with knowledge, skills, resources, etc. in order to enable them, to a large extent live a desired life (i.e. a life of their choice). It also includes creating an enabling environment for youths to actualize their potentials (Gabriel, Isyak & Ahmed 2020). Youth empowerment can be seen as a means of exposing youths to skills or training that makes them productive, which encompasses different ways youth can be exposed into different trades that may help them to engage in sustainable paid and self-employment (Idoko, 2014).

Concept of N-Power Teach Programme

N-power Teach (N-Teach) is one of the components of the National Social investments Programme of the federal government. As describes by Ogwola (2022), "it is a post-tertiary project for Nigerian Youth under the N-power Volunteer Company, subject to amendment by the appropriate body, which has a paid two-year voluntary programme. It consists of auxiliary teachers in public schools, who are working in predominantly deprived communities to enhance their basic education." These volunteers who fall among the graduate category are sent to such public schools to support the teachers in filling the gaps that are either unavailable or inadequate. According to Akujuru & Enyioko (2019), "volunteers are deployed as teacher assistants in primary schools where they engage with students to foster relationships and build confidence while supporting their educational development." In some cases, volunteers are sent to secondary schools also, as the dearth of teachers is not limited to the public primary schools.

It is worthy of note that these volunteers are to serve for a particular duration (originally two years) and are not a replacement or permanent staff. Ifatimehin et al. (2020) laconically puts, "N-Power Teach Volunteers are deployed as teacher assistants in primary schools that appear to be understaffed in Nigeria. They are not expected to replace the current teachers, but to work as support teachers across the country, assisting with teaching, school management and other functions within the schools." Public schools especially in remote areas do not only suffer inadequacy of teaching personnel but also of well-educated management that should coordinate the educational pursuit of their respective institutions of learning.

Review of Related Empirical Studies

Bello and Michael (2022) conducted a study titled, Assessment of N-Power Programme on Beneficiaries' Economic Life in Gombe, Nigeria. The objectives of the study were to identify the categories of N-Power beneficiaries, the extent of influence on their economic life and the impediments of the N-power programme in Gombe. The study utilized the survey design. Stratified random sampling technique was adopted, where the entire target population was grouped into strata to reflect the beneficiaries of N-teach, beneficiary schools and the government officials. Questionnaires were used to collect data, while key informant interview was used to complement the questionnaire. Furthermore, the study used tables, figures and percentages for analysis of data. The study discovered that the beneficiaries of N-Power programme were mostly composed of non-graduates which comprised secondary school leavers and other skill acquisition aspects followed by the N-Teach strand. The study also found that N-Power has improved the standard of economic life of the beneficiaries through poverty reduction, proficiency skills in ICT, financial empowerment and on-the-job experience.

Danladi, Sunday and Atsiya (2024) in a study titled, Impact of N-Power Programme on Employment Creation in Nasarawa State, 2016-2022 aimed to find out the importance of N-Power programme on employment expansion of the beneficiaries in Nasarawa State. The design of the study was a descriptive survey. The population used was 25,688 comprising teachers and beneficiaries of N-Power programme from some selected local government in Nasarawa State. The sample size of the study stood at 295, which was determined using purposive sampling techniques. Data from questionnaire was analyzed quantitatively using simple percentages and while data from the secondary sources were analyzed using content analysis. The findings of the study revealed that N-Power programme of N-Teach has significantly improved employment expansion of the beneficiaries in Nasarawa State. It was also revealed that N-Teach programme has impacted unemployment rate in Nasarawa State.

Donga and Jiddere (2023) with the purpose of determining the extent to which N-Power programme generates employment to the youths in Adamawa State conducted a research titled, Impact of N-Power Programmes on Poverty Reduction in Adamawa State, Nigeria. Data for the study were primarily sourced through the administration of structured questionnaires. Structural Equation Model (SEM) was employed by the researchers in identifying the effect of employment (EMP), standard of living and savings on the impact of poverty reduction in Adamawa State, Nigeria. The result of the study reveals that N-power programme of N-Teach is significantly and positively affecting employment on poverty reduction in Adamawa State as indicated by coefficient (0.22) and probability value of (0.000).

Omorogbe and Ogege (2023) in a study titled, The Impact of N-Power on Socio-Economic Development of Youths in Edo State Nigeria aimed to find out whether N-Power programme has positively impacted the lives of youths in Edo State. Both primary and secondary sources of data collection were used in the study. Structured questionnaires were issued to a sample of 399 youths drawn using the simple random sampling technique, following a multistage procedure. The instrument of data collection was the structured questionnaire. Data collected were presented and analysed using frequency distribution tables, simple percentages and correlation statistical techniques. The findings of the study revealed that there is no significant relationship between N-power Teach programme and youth employment in Edo state (r = .010, p > .560).

Bello, Bappi and Ayala (2022) carried out a study on the Impact of N-Power (N-Teach) Programme on the Livelihood of Beneficiaries in Gombe State (2018-2021). The objective of the study was to identify the impact of N-Power Teach programme on the livelihood of beneficiaries in Gombe state using access to basic needs of food, clothe and shelter, income distribution and healthcare status as indicators. Data were generated from

primary sources with questionnaire as the instrument for generating the data. Data gathered were analyzed using Chi-square Test. The study's findings revealed that there was an increase in the monthly income, access to basic needs of food, clothe and shelter as well as health status of N-power beneficiaries during N-power programme and some beneficiaries have used the programme to acquire entrepreneur skill. The study recommended that, government should provide interest free loans to interested volunteers to start up their small or medium scale enterprises and the federal government should ramp up pressures on state governments to absorb some of the volunteers in a more permanent capacity in their civil service.

Data Presentation and Analysis

The study adopted a mixed method research design. This involves the use of both qualitative and quantitative data in order to answer the research questions. While the quantitative data was able to accurately and systematically describe the population, situation and phenomenon, the qualitative data allowed the researcher to understand human experiences in depth and complexity that cannot be quantified. This has made it appropriate for the study as it enabled the researcher to examine the effect of the N-power programme on youth empowerment in Kaduna state. The research also took a Cross-sectional method as it collected data at a single point in time from the targeted population.

Table 1 Computation of Rate of Returns/Response

Categories	No. of Questionnaire Administered	No. of Questionnaire Returned	No. of Questionnaire duly completed
N-Power Beneficiaries	407	397	388
Total	407	397	388

Source: Field Survey, 2025

Table 1 shows the analysis of utilized questionnaires in the study. Out of the total of 407 questionnaires administered, 397 (97.5%) were returned out of which 388 (95%) were duly completed by our respondents. A total of 10 questionnaires representing 2.5% of the total questionnaires administered were not returned. The questionnaires were represented by Likert scale as: Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), and Strongly Agree (SA). This shows that the researcher has collected a representative sample that is fit for analysis.

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Table 2 Gender of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	238	61.3	61.3	61.3
	Female	150	38.7	38.7	100.0
	Total	388	100.0	100.0	

Source: SPSS OUTPUT 2025

Table 2 shows that 238 respondents representing 61.3 percent of the total respondents were males while 150 respondents representing 38.7% of the total respondents were females. This implies that majority of the respondents were males. This ratio is pretty fine as it has exceeded the globally accepted Affirmative Action for women's participation in education, policy and work opportunities which is put at 35%.

Table 3 Age of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 - 23	40	10.3	10.3	10.3
	24 - 29	193	49.7	49.7	60.1
	30 - 35	155	39.9	39.9	100.0
	Total	388	100.0	100.0	

Source: SPSS OUTPUT 2025

Table 3 indicates that 40 respondents representing 10.3% of the total respondents fall within the age range of 18 – 23. Also, 193 respondents representing 49.7% of the total respondents were between the age ranges of 24 – 29. Finally, 155 respondents representing 39.9% of the total respondents were within the age bracket of 30 – 35. This implies that majority of the respondents were within the age bracket of 24 – 29 as they represent approximately half of the total sample. This is in line with the expectation of the researcher as this largely represents the mid-youth age that needs to be empowered with a job or skill to earn a decent living.

Results of Questionnaires Administered

Table 4 Npower Teach programme has improved youth productivity in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	.5	.5	.5
	Disagree	10	2.6	2.6	3.1
	Undecided	7	1.8	1.8	4.9
	Agree	232	59.8	59.8	64.7
	Strongly Agree	137	35.3	35.3	100.0
	Total	388	100.0	100.0	

Source: SPSS OUTPUT 2025

From table 4 above, the responses indicated that out of the 388 responses we got from the field on whether Npower Teach programme has improved youth productivity in Kaduna state, 2 respondents representing 0.5% of the total respondents strongly disagree. Another 10 respondents representing 2.6% of the total respondents disagree. Also, 7 respondents representing 1.8% of the total respondents were undecided. The sum of 232 respondents representing 59.8% of the total respondents agree, while 137 respondents representing 35.3% of the total responses strongly disagree. Majority of the respondents (59.8%) agreed and another (35.3%) strongly agree that the Npower programme of N-Teach has contributed in youth productivity in Kaduna state. Therefore, we can infer that the N-Teach programme has contributed in youth empowerment in Kaduna state.

Table 5   Npower Teach programme has empowered the volunteers to be professional teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	.8	.8	.8
	Disagree	13	3.4	3.4	4.1
	Undecided	5	1.3	1.3	5.4
	Agree	223	57.5	57.5	62.9
	Strongly Agree	144	37.1	37.1	100.0
	Total	388	100.0	100.0	

Source: SPSS OUTPUT 2025

Table 5 shows that 3 respondents representing 0.8% strongly disagree that Npower Teach programme has empowered the volunteers to be professional teachers in Kaduna state. Another 13 respondents representing 3.4% disagree, 5 respondents representing 1.3% were undecided, 223 respondents representing 57.5% agree and 144 respondents representing 37.1% strongly agree. This shows that majority of the respondents are of the opinion that the N-Teach programme has empowered youth to be professional teachers in Kaduna state.

Table 6   The N-teach programme has made the volunteers to become education service managers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	10	2.6	2.6	2.6
	Undecided	12	3.1	3.1	5.7
	Agree	205	52.8	52.8	58.5
	Strongly Agree	161	41.5	41.5	100.0
	Total	388	100.0	100.0	

Source: SPSS OUTPUT 2025

Table 6 shows that 10 respondents representing 2.6% disagree that the N-teach programme of Npower has made volunteers to become education service managers. Another 12 respondents representing 3.1% were undecided, 205 respondents representing 52.8% agree and 161 respondents representing 41.5% strongly disagree. Majority of the

respondent agreed that N-Teach programme has empowered volunteers to become education service managers in Kaduna state.

Table 7 The N-Teach programme has made volunteers gain knowledge to become social service providers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	1.8	1.8	1.8
	Undecided	16	4.1	4.1	5.9
	Agree	190	49.0	49.0	54.9
	Strongly Agree	175	45.1	45.1	100.0
	Total	388	100.0	100.0	

Source: SPSS OUTPUT 2025

Table 7 shows that respondents were asked whether N-Teach programme has made volunteers gain knowledge to become social service provider and 7 respondents representing 1.8% of the total respondents disagree. Also, 16 respondents representing 4.1% of the total respondents were undecided. Furthermore, 190 respondents representing 49% of the total respondents agree and another 175 respondents representing 45.1% of the total respondents strongly agree. The data generated implies that more than 90% of the respondents have the opinion that the N-Teach programme has helped volunteers to gain knowledge to become social service providers in Kaduna state.

Table 8   The N-teach programme has made volunteers gain knowledge to become project managers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	11	2.8	2.8	2.8
	Undecided	19	4.9	4.9	7.7
	Agree	189	48.7	48.7	56.4
	Strongly Agree	169	43.6	43.6	100.0
	Total	388	100.0	100.0	

Source: SPSS OUTPUT 2025

Table 8 shows the responses of our respondents on whether Npower Teach programme of Npower has made volunteers gain knowledge to become project managers. 11 respondents disagreed (representing 2.8%). Another 19 respondents representing 4.9% were undecided. More so, 189 respondents representing 48.7% of respondents agree and 169 respondents representing 43.6% of the total respondents strongly agree. This implies that over 90% of our respondents believed that the N-Teach programme has made volunteers to gain knowledge to become project managers. This is an indication that the programme has helped graduate volunteers to gain more knowledge on how to plan, organize and execute projects particularly in the area of education.

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Test of Hypothesis

Ho: Npower programme of N-Teach has not significantly contributed to youth empowerment in selected local government areas of Kaduna state.

Table 9 Linear Regression Model (model Summary) between N-Teach Programme and Youth Empowerment

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.620[a]	.385	.383	.38631

a. Predictors: (Constant), NTeach Programme

The value R = .620a in table 9 represents the coefficient of correlation between the independent variable (N-Teach programme) and the dependent variable (youth empowerment). This is an indication of a moderate positive correlation between N-Teach programme and youth empowerment in Kaduna state. The closer the value is to 1 (which represents 100%), the stronger the correlation. The value R- Squared = .385 indicates that approximately 39% of the variance in youth empowerment in Kaduna state can be explained by the independent variable (N-Teach programme). This suggests a moderate level of predictability, as higher R- Squared value indicates that a larger proportion of the variance is accounted for by the independent variable. The remaining 61% can be determined by other variables not included in this study. In a nutshell, the results show a statistically significant and moderate positive relationship between N-teach programme and Youth Empowerment in Kaduna state. The model explains a substantial portion of the variance in Youth Empowerment, suggesting that N-Teach programme has a meaningful impact on this aspect as we can see in the ANOVA table below:

Table   10 Linear Regression Result (ANOVA) between N-Teach programme and Youth Empowerment

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36.008	1	36.008	241.289	.000[b]
	Residual	57.604	386	.149		
	Total	93.612	387			

a. Dependent Variable: Empowerment

b. Predictors: (Constant), NTeach Programme

Table 10 above (ANOVA) shows that the independent variable (N-Teach) predicting the dependent variable (Youth Empowerment) is statistically significant. The F-

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statistic which is large (241.289) suggests that the model as a whole provides a significantly better fit to the data. The extremely low significant value of 0.000 is an indication that the probability of obtaining such a large F-statistics by chance is very negligible. In other words, these results provide evidence that the regression model, including N-Teach as a predictor of Youth Empowerment is statistically significant and has a meaningful impact on explaining the variation in the dependent variable.

Table 11 Linear Regression Result (coefficient) between N-Teach and Youth Empowerment

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.557	.167		9.351	.000
NTeachProgramme	.595	.038	.620	15.533	.000

a. Dependent Variable: Empowerment

In table 11, the standardized coefficient represents the strength and direction of the relationship between the independent variable (N-Teach) and the dependent variable (Youth Empowerment) after standardizing both variables. The value of 0.620 indicates positive and moderate-to-strong relationship between N-Teach and youth empowerment. The t-value is 15.533 indicating that the estimated coefficient is 15.533 standard errors away from zero. The significant value (P-Value) assesses the statistical significance of the co-efficient. Therefore, the significant value of 0.000 means the probability of observing such a large t-value (or an even larger one) by chance is extremely low. Typically, a significant below a predetermined threshold (e.g. 0.05) is considered statistically significant. This supports the notion that the relationship is statistically significant. The positive beta value of 0.620 suggests that as the N-Teach programme led to a corresponding increase in youth empowerment in Kaduna state. In a nutshell, we reject the null hypothesis which states that "Npower programme of N-Teach has not significantly contributed to youth empowerment in some selected local government areas of Kaduna state." This finding shows that the N-Teach programme has contributed in empowering the youth in Kaduna state by manning its classrooms.

Discussion of Major Findings

After testing the result using the Linear Regression, the ANOVA shows that the independent variable (N-Teach) predicting the dependent variable (Youth Empowerment) is statistically significant. The F- statistic which is large (241.289) suggests that the model as a whole provides a significantly better fit to the data. The significance figure showed an extremely low value of 0.000. Since our significance value of 0.000 is less than our level

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of significance of 0.05, the null hypothesis stated above is rejected. Thus, N-Teach programme has significantly contributed to youth empowerment in the selected local government areas of Kaduna state. Table 5.6, 5.7, 5.8, 5.9 and 5.10 in the descriptive analysis is an evident proof that the N-Teach programme has empowered the youth of the study area. This is very much in line with the Empowerment Theory adopted by this study where Zimmerman postulated that, "activities or structures may be empowering, and that the outcome of such processes results in a level of being empowered."

Additionally, in a study by Ogwoala (2022), he stated that the N-Teach programme was able to generate thousands of jobs to unemployed youths across the country. Similarly, the official website of the National Social Investment Programme (N-SIP) has stated that, "Npower since its inception has deployed nine hundred thousand (900,000) beneficiaries to primary schools as teaching assistant in various primary schools in the country. In collaboration with the Ministry of Education, Npower has been able to train and deploy N-Teach beneficiaries to schools. Such a huge influx of teachers into these schools has improved the delivery of education for the future of the country."

From the findings above, we can add that the N-Teach programme was able to generate jobs opportunity to graduate youths by empowering them to become professional teachers in our various public schools around Kaduna state in particular and Nigeria as a whole. Aside empowering the youths by giving them jobs, the programme was also able to provide more manpower to our public schools who suffer dearth of teachers especially, those with the necessary qualifications.

A number of volunteers later applied for teaching in both State Universal Education Board (SUBEB) responsible for basic education and Teachers Service Board (TSB) responsible for post-basic education when the portal for recruitment was opened in 2019 and 2022. Most of them were later recruited after passing the various screening exercises set-up by the boards. This was occasioned by the passion they picked as a result of benefiting in the N-Teach programme of Npower.

Conclusion

The N-power initiative, part of the National Social Investment Programme (N-SIP), represents the most significant empowerment effort this country has ever witnessed. The initiative involved over one million Nigerians across its various schemes targeting both graduates and non-graduate youths. This has resulted in widespread empowerment for individuals across Nigeria, with a notable impact in Kaduna State. Despite the challenges and hurdles highlighted in our earlier assessment, the programme can still be regarded as successful given the accomplishments achieved. Numerous schools facing staff shortages were able to get graduates as teachers for their primary and secondary classes. This does not only provided manpower for such schools in Kaduna state, but has also provided job opportunities for thousands who served as N-Teach volunteers. This has supported our

finding that the N-Power Teach programme has contributed in youth employment in Kaduna state.

Recommendations

Based on the findings and conclusion of this study, the following recommendations are proffered:

- Government should waive the suspension it placed on the programme for the continuation of N-Teach programme. Ever since the programme was suspended, there was no replacement/recruitment of teachers in Kaduna state which means such vacancies that were occupied by N-Teach volunteers remain opened at the detriment of learners across the selected local government areas.
- Volunteers should be posted to especially schools in the rural communities where there are more shortages of teachers at both primary and secondary school levels. And also, allowances should be provided for such postings in order to motivate the beneficiaries not to reject rural postings.
- Government should ensure prompt payment of monthly stipends to beneficiaries of the programme. Delay in payment can affect the morale of the volunteers and even their availability for daily work schedule which might be attributed to lack of money to transport themselves to the schools they teach.

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