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 SKILLS ACQUISITION AND ITS IMPACT ON EDUCATION AND POVERTY REDUCTION IN NIGERIA
 

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Education is not only the process of acquiring formal knowledge taught in schools, but also a process that is geared towards changing the behaviour, attitudes and abilities that will be transformed into positive change as well as social and economic transformation of individuals and the society. Skills Acquisition Training Programmes are the recent strategies used by most governments to serve the triple benefits of imparting formal education, entrepreneurial and technical skills that lead to the poverty reduction of the beneficiaries. This study is aimed at assessing the contributions of the different training programmes on improving the literacy level, self-sufficiency, self-reliance and the poverty reduction of the trainees. 195 questionnaires were the sample size used to collect data from the trainees of computer, tailoring, welding, carpentry, and interlocking while interview was conducted to the administrators of the training programmes in some selected SATC, in Borno state. Similarly, multivariate regression analysis with the help of AMOS was used to test the hypotheses formulated for the study. The study revealed that SATP have significantly impacted on improving the literacy level and poverty reduction of the beneficiaries, hence recommended for the continuous sustenance of the Programme to reduce adult illiteracy, poverty level and enhance national development.

#### Article History

Received: Mar. 2025

Review processes

April - May 2025

Received in revised form: Jun 2025

Accepted: Jun 2025

Published online: Aug 2025

#### KEYWORDS

- Skills Acquisition
- Education
- Poverty
- Literacy
- Self-sufficiency
- Self-Reliance.

## Introduction

Education is the cumulative experience gained by people or groups of people to change their behaviour, attitudes, and capabilities for transformation into a positive contribution to themselves and their community. Generally, knowledge is disseminated through the social control of individuals and the transformation of societies. It is also a means of understanding that every society, community, or state needs to be relevant, functional, and fulfil its social obligations (Ajani, 2015). The origin and beginning of knowledge and education cannot be easily traced. However, from the

earliest of times, industrialised nations like Japan, Britain, America, Germany, and others used skill acquisition to reduce out-of-school children, drug addicts, destitutes, prostitutes, and unemployment and promote economic development (Nwanaka & Samuel, 2011). Due to the overwhelming importance of education for individual and national development, there have been a series of reforms in Nigeria's educational system over the years through the national policy on education to enable citizens to acquire formal, technical, vocational, and other forms of education (Subban, 2007). These reforms were geared towards ensuring that the

growing population of the country was prepared to manage individual and national development in both the formal and informal sectors of the economy. This is because an educated nation is a free and secure nation that produces competent, hardworking, productive, and self-reliant people who assist the nation in achieving socioeconomic and national development.

The earliest reforms refer to education as the possession of a knowledge-based certificate from the primary, secondary, and tertiary schools in formal institutions of learning, where a university graduate with the possession of a certificate in a professional field lacks the technical skill that will earn him/her the mastery of the field and ends up in government payroll without putting the certificate into meaningful practice (Street, 2016). That is why the recent reforms in the education of Nigeria introduced vocational and technical skills into the school curriculum to prepare teaming youths with a knowledge of skill and technical competence rights from primary to tertiary education so that they can match the certificate obtained and the skill acquired to productively contribute to the nation's economic development by increasing their income and consequently leading to poverty reduction (Majumda and Bismas, 2017).

In the last two decades, there has been an emphasis on entrepreneurship, skill acquisition, and vocational and technical education in public schools and government agencies in local, state, and federal governments to reduce extreme poverty, out-of-school children, unemployment, and increase individuals' income-earning capabilities to make them self-reliant. Babagana and Kaur (2022) noted that formal education taught in educational institutions alone does not prepare teaming youth to be self-reliant and actively engage in the nation's economic development. Furthermore, in the reports of the National Bureau of Statistics

NBS (2022), it is clear that poverty and unemployment are increasing, and adult illiteracy and out-of-school children are also increasing.

To address the scourge of these menaces and ensure self-sufficiency and self-reliance, governments across the states have shifted their policies towards embarking on entrepreneurship and skill acquisition, where both men and women are recruited in skill acquisition programs to learn specific skills such as carpentry, computers, welding, tailoring, embroidery, interlocking, block making, dying, hair flirring fattening, and many other skills so that at the end of their training, they will become trained skilled workers and start their businesses to earn more income and reduce poverty. One good uniqueness of the skill acquisition programs, especially those in Borno state, is that they were designed to supplement the insufficient knowledge of formal education to the trainees apart from the practical skills they acquire. There are mostly class teaching sessions where basic education is taught to trainees with emphasis on subjects such as English language, Mathematics Basic Science, Introduction to Technology, and Civic Education. The overall priority is to make those adult men and women, school dropouts, and vulnerable people, especially those living with disabilities, learn basic communication skills, basic numerical and arithmetic skills, and educate them on their total way of life. United Nations Economic and Socio-cultural Organisations UNESCO (2023) estimates that the acquisition of basic reading skills, especially in low-income countries, could make people escape extreme poverty and consequently enable adults to complete secondary education to reduce global poverty. This can be supported by the view of Babagana (2022) that skills acquisition programs, if properly designed and implemented, are veritable tools that will supplement the insufficiency of education in

our societies and make citizens self-sufficient and self-reliant by contributing meaningfully to their individual and national development.

Several studies have been conducted on the impact of skill acquisition training programs on poverty alleviation (Abbas, 2013; Babagana & Kaur, 2022; Abadzi, 1994; Acharya & Chandra, 2019; Dapel, 2018). However, these studies have failed to critically examine the contributions of skills acquisition programs on the educational development and poverty alleviation of trainees, with emphasis on specific variables such as adult literacy, out-of-school children, and self-empowerment of the trainees of the different programs. Therefore, this study investigates the impact of skills acquisition programs on the education and poverty alleviation of trainees in Borno State, Nigeria.

#### Objectives of the Study

The following objectives were achieved in this study.

- To assess the contributions of the different training programmes on improving the literacy level and poverty reduction of the beneficiaries in Borno State, Nigeria
- To examine the extent of literacy acquired by empowering beneficiaries to be self-sufficient and self-reliant in Borno State, Nigeria.

#### Hypotheses for the Study

This study was guided by the following null hypothesis:

- **H<sub>01</sub>** there is no significant relationship between training programmes and improvement in literacy level and poverty reduction of beneficiaries in Borno State, Nigeria.
- **H<sub>02</sub>** Literacy level acquired has no significant relationship with empowering the trainees to be self-sufficient and self-reliant in Nigeria

#### Literature Review

Marcus and Moore (2003) highlighted the significance of education in alleviating

poverty and stressed that a qualitative formal education guarantees employment opportunities, thereby reducing unemployment and ensuring socioeconomic development of both individuals and nations which will directly help in poverty alleviation of its citizens. Berg (2008), added that the probability of finding employment rises with higher levels of education. While Gundlach, Pablo and Weisert (2002), state that access to education positively affects income distribution, allowing the educated poor to grow and expand their livelihood. This means that focusing on policies that empower educational development directly or indirectly drastically reduces poverty and positively affects people in the development process. While contributing to the nexus between education and poverty alleviation, Sen (1999) added that the direct contribution of education to development is related to freedom and well-being of the people while the indirect contribution relates to social change, production, and economic prosperity consequently leading to poverty alleviation

Furthermore, education does not necessarily go to the formal institutions of government or private institutions where school activities occur. However, it refers to anything gained that will positively impact the individual and his community. The categorisation of whether education should be formal, non-formal, nomadic, or whatsoever, depends on the overall objective which is to impart knowledge of behavioural, attitudinal, and moral change to individuals so that they can contribute to social control and the development of their communities. The mobilisation of the uneducated, poor, and underdeveloped citizens, whose potentials are untapped to attain a sufficient level of education, became an inevitable aspect of preparing individuals to be self-reliant. In this situation, skill acquisition is the best alternative to provide citizens with the basic required education that will complement formal, non-formal, and other forms of education.

Thus, Acharya and Chandra (2019) maintained that most universities that offer education are positively affected by developing generic skills and attitudes among students, but not by equipping students with various skills that will make them self-sufficient. Most skills acquisition training centres are designed in such a way that lectures or formal education teaching and learning are taught in classes where trainees, especially the uneducated, out-of-school, and even those who have not received formal education are taught basic literacy education in addition to vocational and technical training at a different session. Abiodun (2019) reported that out-of-school (OOSC) in Nigeria is almost 37% which equals 9 million as of 2013 and further increased to 14 million in 2019.

Consequently, dropout children are engaged in one form of skill acquisition training or the other ending up in apprenticeships in some specific vocations. Although the report further indicated that the out-of-school children in Nigeria are divided into the southern part (especially Igbo speaking) with a prevalent problem of boy child dropout syndrome, the boys opted for businesses and were unserious about furthering their education. In the north, there is a girl child school dropout syndrome in which culture, exposure, religion, and other factors have prompted them to go out of school. In this situation, skill acquisition is designed to equip people with the relevant vocational and technical skills that will make them out of poverty and contribute meaningfully to national development.

The advantage of this training program is that the trainees, especially the uneducated ones, will have access to basic literacy education and, at the same time, learn vocational and technical training skills, which will eventually take them out of poverty. This reason, UNESCO (2007) concludes that most of the victims of out-of-

school children result from rural areas from families with low- or no-income earning opportunities caused by poor educational background and who cannot afford to escape poverty. UNESCO's (2007) report shows that lack of access to education is the cause and effect of poverty because poverty is mostly measured with a range of family background indicators such as households or parental education, which reflects the outcome of the next generation and consequently bonds them in the web of chronically induced poverty.

Another advantage of skill acquisition training programs is that they are designed to serve the triple purpose of imparting knowledge, training, and exposure to trainees. Here, a graduate in skills acquisition-related study may need more practical know-how of the course, so that he might gain more practical skill. There needs to be a combination of theory and practice, in which education is critical. In the end, if they become conversant with the skill, they will be exposed to the environment to exploit the skill acquired and transform it meaningfully into the development of themselves and the community. Street (2016) observed that countries invest in education because of individual and community development and conceive literacy as the basic skill that is fundamental to self-sufficiency because it goes beyond reading and writing as well as acquiring practical and theoretical knowledge.

Citing cases from the work of Mantra (2000) revealed that in South Africa, a wide inequality exists between the educated and the uneducated in terms of high earning capacity, where educated citizens or households have a higher chance of earning income than uneducated households or citizens. Similarly, educated households in Pakistan have far shifted towards a labour-induced source of income, from farming activities to non-labour income-earning

activities, to earn a living satisfactorily (Fafchamps & Quisumbing, 1999). The situation is also the same in China, where Goh, Luo, and Zhu (2009), observed that there is a wide difference and high level of income earning capacity within the segment of the societies that have a high level of education that households in those societies have increasingly wide income gaps than households with a low level of education in China. It further concurs with Shirazi's (1994) findings that, looking at the case of Pakistan, the proportion of households with high educational levels demonstrates higher income capacity and development than that of households with low or no formal education. While this is the same in India, as indicated by Datt and Ravallion (1998), there are differences in poverty trends in India, where places with a high level of education experienced better and improved yields of farm and agricultural products than places with a low level of education. This shows that education drives all development sectors because it allows the use of skills, knowledge, competence, and creativity to exploit new and existing ideas to improve one's situation. Geda et al. (2005) concurred with this statement and reported that in Kenya, families that lacked education have the highest chances of remaining poor and that the greatest tool for determining the poor in Kenya is the level of attainment of the education of the individual or his/her families.

This analysis showed that nations that prioritise their educational systems have far-reaching impacts on the poverty alleviation of their citizens than nations with less priority to education. Barro (1996), states that an increase in per capita Gross Domestic Product (GDP) results from an increase in education and high demand for school, which invariably leads to an increase in income and high purchasing power of the individuals. Nevertheless, the higher the policies and

programs targeted at uplifting education in a nation, the lower the level of poverty in that particular nation, and regardless of the vicious cycle of poverty, it can be broken down easily with the weapon of educational development in that particular nation.

Similarly, Happer, Marcus, and Moore (2003) suggested that countries need to have a higher percentage of their budgetary provisions in the educational sector of their country, while Verner (2004) and Self and Grabowski (2004) aligned with the same view and put forward that an increase in income goes a long way to ensure educational development rapidly. Subban (2007) stated that low-income people have a low chance of employment, sense of belonging, participation, and responsiveness in their community. Skill acquisition plays a vital role in educating people and ensuring affordable income by utilising the acquired skills to establish a business that will help generate income to cater to individual and community development.

Another variant of education is literacy and adult education. Under this system, those who cannot attend formal education are absorbed and given formal education to supplement the insufficiency of learned people in society. Furthermore, through Nigerian educational reform policies, several efforts have been made to provide affordable, accessible, and convenient education through literacy campaigns. Still, graduates have yet to be able to compete favourably in the quest for nation building. Abadzi (1994) once said that if the "illiterate poor learned to read, they have access to information that would improve their lives".

The necessity for a paradigm shift from conventional or formal Education for All skill acquisition can be seen from the reports of Education for All (EFA, 2020) that there are more than 64 million adults which represent (56.9%) that are illiterate adults in Nigeria, despite the numerous efforts made to

bridge the education gap in Nigeria. The report further suggested that Nigeria could only ensure sustainable growth and development if it massively invested in vocational education and skill acquisition. Adult literacy syndrome includes dropping out of school, and skill acquisition can be the best alternative to accommodate the dropped-out children and make them productive members of society. The International Standard Classification of Education (ISCED, 1997) considers Adult Education as an organised educational process with formal and other contents taught in educational institutions with an added apprenticeship in the curriculum, whereby persons above the age of 15 are enrolled to further their technical, vocational, and skills qualification to contribute to themselves and the nation at large. This means that it is the acquisition of experience and knowledge acquired by an individual or group during their lives that can be applied to pursue economic and social goals that will ensure educational attainment and a better adult life (Broucher & Lavalle, 1998).

Education relates to skill acquisition and poverty reduction by enabling individuals to learn and upgrade their learned skills through continuous training and retraining which will assist them in improving their socioeconomic well-being. While making more clarifications on the contributions of education to poverty reduction, Ozoemena and Patricia (2013) explained that education is designed in study programs such as art and crafts, economics, history, hygiene, and agriculture which brings individuals into planning programs so that they can acquire practical skills for individual improvement and societal development. Societies that depend on reading and writing without meaningfully translating the skill acquired into practice tend to have no meaningful development in that society. Hence, skill acquisition is

designed to supplement people with low levels of education, contribute to their personal and societal development, and reduce poverty reduction in their status.

#### **Theoretical Framework**

##### **Social Learning Theory**

This study adopts Bandura's (1977) social learning theory as its theoretical framework. The theory was based on the belief that direct experience is responsible for imparting knowledge, skills, and learning that will positively shape the behaviour of individuals to become useful members of society. The basic attributes of this theory include practical knowledge, skill acquisition, learning experience, and self-reliance. The theory is a behaviourist and practical approach to learning because it relies on the acquisition of skills as a direct positive consequence that will make the individual reduce poverty and self-sufficiency. The theory went further and emphasised that developing the intellectual capacity of individuals would go a long way in preparing them to be self-sufficient and self-reliant. This theory is relevant to this study in the sense that it links education to skill acquisition and skills acquired to living standards, such as access to food, health, housing, and income, which will reduce poverty. This is the bedrock behind the establishment of the skills acquisition training programs because once the individuals are properly educated, they will have the knowledge and skill that will enable them to utilise the skill acquired to earn meaningful income, which will make them have poverty reduction and self-reliance. The relevance of this theory to the study can further be justified by Roy's (2018) suggestion that in order to reduce poverty, make individuals independent of their income, and determine their future, there is a need to have a reliable mechanism through appropriate anti-poverty policies to support them with better education. In this case skill

acquisition training programmes are designed to equip individuals with a relevant knowledge and skill that will make the individuals to have a better future.

### **Methodology**

This study was based on a survey research design that involved the use of both qualitative and quantitative methods. The quantitative data were sourced from the respondents, comprising the trainees of computer training, carpentry, welding, tailoring, and interlocking in the skill acquisition training programs (SATP) through administering questionnaires. The population for the quantitative data comprised the trainees of the training programs, as mentioned earlier from the period 2015-2023 which stood at (7,588). A multistage cluster sampling technique was used, and the population was divided into four clusters for easy determination of the sample size among the different training centres. Then, in each of the training centres, the beneficiaries of the different training programs were stratified in different strata according to their specialisations. Therefore, from the strata obtained in the different training centres identified within the population, a convenient random sampling technique was used to administer the questionnaire to the sample size of 195 respondents who arrived using the Yamani proportionate sampling formula. Hence, a closed-ended questionnaire was used to collect data from trainees in different training programs. The collected data were analysed using SPSS and AMOS. Consequently, a multivariate regression analysis was used to test the hypotheses formulated for this study.

Qualitative data were sourced from the training program administrators. This is in addition to the records utilised from the relevant ministry, National Bureau of Statistics, SATPs, previous works, and other relevant published materials in the subject area that were used as secondary data for the

study. The population of the administrators of the training programmes for the interview consist of thirty (10) administrators that cuts across two principals, six vice principals, six headteachers, twelve coaches, four cleaners and labourers in the selected training centers in order to determine the sample size for the interview based on the recommendations of Walker (2007), for the determination of qualitative data sample size. Furthermore, a structured interview guide was designed and administered to administrators, containing open-ended questions that allowed them to freely express their views, ideas, and opinions. The interview is intended to support or criticise the trainees' responses to ascertain whether the opinion they have given is worthwhile. The time taken to interview each question was no more than 7–10 minutes, and the interview guide captured all the objectives and research questions of the study. The collected data were analysed using a narrative qualitative data analysis technique.

### **Results Presentation and Analysis**

The presentation of results in this section was based on the demographic profile of the respondents, the results obtained from the respondents, the test of hypotheses, and the discussion of the major findings obtained and merging of results of the quantitative, qualitative, and the outcome of the hypotheses test.

#### **Data Presentation**

The quantitative results obtained from this study were based on valid 181 questionnaires retrieved from beneficiaries of the different training programs that participated in the study. The response rate was adequate because it represented the highest percentage of respondents.

#### **Demographic Data of the Beneficiaries**

The responses of the respondents with the highest percentage in their demographic profile were considered for presentation in this study.

**Table 4.2 Demographic Profile of the Respondents**

SN	VARIABLE	RESPONSES (frequency)	PERCENT
1	Age	25 years to less than 35 years (85)	46 %
2	Gender	Male (130)	71 %
3	Occupation	Farmers (74)	40 %
4	Educational Qualification	Non-Formal Education (69)	38 %
5	Years of Experience	4 years to less than 8 years (140)	77 %
6	Skill acquired most	Computer training (74)	40 %

*Responses that have the highest agreement score were chosen for the analysis*

In Table 4.2, the age classification of the respondents shows that 85 respondents representing 46 % were within the age bracket of 25 years to less than 35 years, while majority of the respondents (130) were male, with 71% responses. The occupation of the majority of the respondents were farmers, with 74 representing 40 %, and the educational qualification of the respondents showed that most of the respondents were said to have non-formal education, with 69 representing 38.12 %. Meanwhile the results showed that the years of experience of the majority of the respondents were 4 years to less than 8 years, with 140 responses representing 77%, while the skill that has highly contributed to enhancing the education of the beneficiaries is computer training with 74 responses representing 40.88%.

#### **Interview Results with the Administrators of the Training Programmes**

#### **How have the skill acquisition training programmes impacted on reducing the literacy level and poverty alleviation of the beneficiaries?**

This interview question aligns with achieving the objective of the study, that is, to assess the impact of SATP on improving the literacy level and poverty alleviation of its trainees in Nigeria. In this interview, the administrators were asked to share their views on how the training programmes changed the educational status of the trainees, especially those who had never attended formal education, and to share their experiences on the

improvement that has been achieved in terms of imparting the knowledge of basic literacy education to the trainees enrolled without the background of formal education. In this interview, the participants' opinions were summed and are presented below:

It was revealed in this interview with the administrators of the training centres that most of the program's trainees did not have a good educational background, and some completely lacked formal education. However, as a result of their enrolment in the training centres, they could read, write, and count numbers compared to when they joined the training programs. Therefore, this improvement in their educational status has significantly assisted them in easily learning various skills which enable them to use the skills acquired to earn a living and, by extension, have poverty reduction in their status.

#### **Has the improvement in the educational status of trainees empowered them to be self-sufficient and self-reliant?**

In this interview with the administrators of the training centres, it was revealed that the adult education and basic literacy program of the SATP have assisted the trainees, especially the women, to have knowledge of formal education, supplement their lack of educational background, and enable them to acquire certificates after the completion of the program which will enable them to further their education. They further stressed that adult men and women enrolled in the SATP have become educated apart from the skills acquired, while some of them

are now working. In particular, those trained in computer literacy programs have now become computer literate, and they can perfectly operate computers and earn a living from the computer literacy they have earned. Some of these trainees started their own businesses after the completion of their training, while others were employed in both private and public organisations as

secretaries. This has helped them have a meaningful life after the completion of their programme.

### Hypotheses Testing

In this section, fulfilling the entire regression analysis criterion, the results of the hypotheses test using multivariate regression analysis are presented.

**Table 4.4.1 Hypotheses Testing**

Endogenous Variable	Exogenous Variables	Estimate	S.E.	C.R.	P value	Decision
F1	F6	0.052	0.049	1.041	0.016	Significant
F2	F6	0.001	0.042	0.049	0.009	Significant

(Ho<sub>1</sub>) Hypothesis one; there is no significant relationship between literacy level and poverty reduction of trainees in Skill Acquisition training programs in Nigeria. The results obtained from the hypothesis test show that this hypothesis is significant. This means that there is a significant relationship between literacy level and the poverty reduction of trainees in skill acquisition training programs, and the decision is significant. Therefore, the null hypothesis is rejected, and the alternate hypothesis is accepted that there is a significant relationship between the literacy level and poverty reduction of the trainees of Skill Acquisition Training Programmes in Nigeria.

(Ho<sub>2</sub>) Hypotheses two; Literacy level acquired has no significant relationship with empowering beneficiaries to be self-sufficient and self-reliant; results obtained from the test of hypothesis showed that this hypothesis is significant. This means that the literacy level acquired by the trainees has empowered them to be self-sufficient and self-reliant, and the decision is significant. Therefore, the null hypothesis was rejected, and the alternate hypothesis accepted that the improvement in the literacy level of the trainees has a

significant relationship with empowering them to be self-sufficient and self-reliant.

### Discussion of the Major Findings and Results Merging

From the demographic profile of the trainees, their educational qualifications showed that most of them did not have a formal education, with 92 of them representing (47.17%). This showed that the SATP had impacted the educational status of the trainees who did not attend formal education after graduating from the program. This is in line with the suggestions of Noor et al. (2017) that clear enrolment procedures that will allow unemployed, uneducated youths and women to participate in the adult and literacy programs of the SATP will help trainees alleviate poverty and access to better education.

It was found from the quantitative data that the trainees of the SATP had a significant impact on improving their literacy level as a result of their training. It can be seen from the results of the hypothesis test in table 4.4.1, which showed a significant improvement in the literacy level of the trainees as a result of the skill acquired. A similar result with interview participants revealed an improvement in the literacy level and

educational status of trainees who did not possess formal education. This means that the programme has significantly impacted on improving the trainee's educational status and earning them access to various skills, consequently reducing poverty in their status. Both findings agree with the viewpoint of Akani (2012), who stated that combining education with skill acquisition affects the educational status of trainees. Roy (2018) revealed a strong connection between poverty and education, where access to skill knowledge has a positive and significant relationship with access to education. Meanwhile, some scholars have shared experiences of countries that have significant improvement in education as a result of skill acquisition of trainees, such as Fafchamps and Quisumbing (1999) and Geda et al. (2005), Patricia and Ozoemena (2013) concluded that education and skill acquisition are integral parts of individual development, enabling them to integrate and contribute to society and improve their socioeconomic well-being.

Furthermore, the study revealed that the improvement in the literacy level of trainees had a significant impact on empowering them to be self-sufficient and self-reliant through adult education and basic literacy programs. This showed that the adult men and women who were enrolled in the training programs and did not possess any formal education were now able to have knowledge of formal education and technical skills such as computers, welding, carpentry, tailoring, and other skills that have made them self-sufficient and self-reliant after the completion of their program. This implies that as a result of the training they acquired, they were now able to have a reduction in their poverty status and have a meaningful life after the completion of their training. Some of them are now working on their own businesses, while others are working in both the private and public sectors. It can be seen

from the results of the hypotheses test obtained in Table 4.4.1, that the improvement in the literacy level of the trainees through the SATP adult education program has a significant relationship with empowering the trainees to be self-sufficient and self-reliant. Similarly, it was revealed in an interview with the administrators of the training programs that the adult education program of the SATP has assisted the trainees, especially the women, to have knowledge of formal education and supplement the lack of educational background they have and acquire certificates after the completion of the program which has enabled them to further their education and consequently lead to self-sufficiency and self-reliance. They further added that adult men and women enrolled in the SATP have become educated, which has helped them reduce poverty reduction in status by utilising the skill acquired meaningfully after the completion of the programme. These findings align with the works of ISCED (1997) that the Adult Education programme of the SATP prepares its trainees with the requisite skills and competence that makes them self-sufficient and self-reliant. Meanwhile, Ozoemena and Patricia (2013) added that once individuals possess knowledge of basic literacy, they have what will make them go out of poverty and become independent of their finances. Abadi (1994) stated that the poor illiterate will learn to read and write through special programs such as the SATP which will enable them to have access to information that would improve their lives. Broucher and Lavalle (1998) signify the importance of SATP as a way to impart knowledgeable experiences to individuals or groups that will reduce poverty and contribute to individual and national development.

### **Conclusion**

The conclusions of this study were based on the major findings obtained in the study:

This study concludes that there is a significant and positive improvement in the educational status of trainees who successfully completed their training. This is evident from the data obtained from successful beneficiaries and corroborated by the experiences of the administrators of the training programs.

Second, it was concluded in the study that the adult education program of the SATP has significantly impacted on improving the literacy level and poverty alleviation of its trainees, especially the adult men and women who did not have formal education before their enrolment, and they are now able to read and write meaningfully, which has contributed to their individual and national development.

Third, the study concludes that the attainment of the trainees' educational development has significantly empowered them to be self-sufficient and self-reliant after they have obtained the training and, by extension, has led to their poverty alleviation.

Finally, the study concluded that the SATP has created a new means of employment opportunities, especially for those who have successfully completed their training and were engaged in either their personal, public, or private businesses. This is evident from the views of the administrators of the training programs when they stressed that there are successful trainees who are now operating their businesses while others are working in the public and private sectors.

#### Suggestions

Based on the conclusions of this study, the following suggestions are proposed.

There is a need to strengthen and uphold the continued existence of skills acquisition training programs, as it has proven to supplement the insufficiency of education and help in poverty reduction among its trainees.

There is the need to enroll more adult men and women whom have not attended formal education, so that it will bridge the gap in education and improve the literacy level among the citizens

Adult education and improvement in the literacy level of the trainees should be given adequate priority in the training programs because the knowledge and skills acquired by the trainees have proven to make them self-sufficient and self-reliant which in turn has a greater impact on ensuring poverty reduction and national development.

It is the view of the researcher that these suggestions should be taken care of, and that skills acquisition training programs will greatly help in ensuring educational development and poverty reduction in Nigeria.

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