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## Education dimension of poverty in Bauchi State

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### **Abstract**

*Multidimensional poverty particularly the education dimension has affected many states especially in the northern regions of the federal republic of Nigeria, thus leading to high rate of out of school persons aged 15- 24 and cannot read nor write. These scenario makes it nearly impossible for them to escape from the trap of poverty. Other defies identified include inadequate qualified teachers, poor infrastructure and insufficient funding. The cumulative and cyclical interdependencies theory propelled the phenomenon under study. In achieving the stated objectives, a qualitative research approach was used and interview method of data collected amid the corona virus pandemic was applied in Bauchi state. Findings from the research indicated that poor political will, parental negligence, paucity of dedicated and qualified teachers with passion on the job, insufficiency entertainment programs for the learners, and shortage of schools across some localities and the suspension of school activities in the pandemic era affected the education dimension. The informants also suggested that government should liaise with traditional leaders to improve school enrollment and attendance. Similarly, Provision of infrastructure such as adequate classrooms, laboratory, library and conducive office accommodation and capacity building for teachers were identified. Furthermore, the establishment of additional boarding, vocational and the Almajiris schools will mitigate the challenges acknowledged in the study area should the pandemic disappeared. The study recommended for the formation and building of physical infrastructure for smooth learning, re-visitation sports competitions, inter-house festivals, ceremonies and the use of bilingual techniques in the schools across the state.*

**Keywords:** Education Dimension, Strategies, Challenges, Corona Virus, Bauchi State

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### **1.1 Background to the Study**

The contemporary global analysis of multidimensional poverty that examines the extent of multidimensionality in 2015 and disaggregation of global characteristics across regions revealed that poverty in rural areas tends to be characterised by poor education and infrastructure facilities as well as the degree of multidimensionality differs according to regions. The deprivations across 106 countries from Europe and Central Asia, Latin America and Caribbean and the Middle east and North Africa shows over 20 percent

of these countries without deprivation excluding Haiti and Yemen. However, in Sub-Saharan Africa large deprivations do exist from five percent or more indicators up to 92 percent. Thus, half of the world's multidimensional poor comprises of people under 18 years of age, three-quarters are under 40, two-thirds of poor households are employed in agriculture mostly in rural areas (Robles & Sumner, 2019).

Multidimensional Poverty reports, 2015 in the federal republic of Nigeria indicated that Bauchi state recorded 89.5 percent and the

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highest prevalence of shortfall across education, health care and living standard (Alkire & Santos, 2014). In another study Khan and Cheri (2016) indicated about 80 percent of parents in Bauchi, Kebbi, Katsina, Gombe, Jigawa and Sokoto states find it difficult and impossible to enrol as well as maintain their children in schools. The study further claimed that these has been the case in most northern states of Nigeria. These assertions were as well substantiated by a study conducted by three NGOs and published by Premium Times in 2013. The results supposed that out of ten states in Nigeria, Bauchi state is among the states with highest rate of girls out of school aged 15- 24 and cannot read nor write. These scenario makes it nearly impossible for this people to escape from the poverty trap. Again, the education sector in the state is bedevilled with inadequate qualified teachers, poor equipment, classrooms, audio-visual aids, textbooks and inadequate funding (Adamu, 2017). Corroborating on the prevalence of multidimensional poverty in Bauchi state, the windstorm which occurred on the 15th June, 2018 further exposed the people into hardship as loss of lives and properties particularly in Bauchi the state capital (Sanni, 2018). The damages include loss of lives, houses, schools, other public and private properties worth millions of naira. Studies indicated that maternal mortality rate ratio accounted for 81.0 percent as at 2009 in the state specialist hospital and the breakdown shows that direct obstetric, 79.4 percent, eclampsia 31.9 percent, haemorrhage 19.2 percent, anaemia 12.1 percent and sepsis 10.4 percent respectively. Inadequate health facilities, skilled attendants and poor family and community mobilisation were identified as the causes of these problems (Mairiga & Saleh, 2009).

The housing development policies undertaken in Bauchi state by the previous

government in (2011), via private public partnership scheme were upsetted by poor political will, lack of continuity, misplaced priorities, inadequate supervision, poor planning, insufficient local/internal finance, corrupt practices and lack of experience on development of PPP in the state affected the housing development policy (Yakubu, Anigbogu & Daniel, 2016). The challenges of access to portable drinking in Nigeria and specifically Bauchi state were discovered to have socio-economic connotations related to poor infrastructure, ineffective policy, increased population and threats to pollution among other problems. For instance, the 37 water corporations' boards and the twelve river Basin Development Authorities operates with low capacity to provide adequate portable drinking water in the states. Other problems identified in relation to water shortages include poor equipment and electricity (Merem et al 2017) Literature juxtaposed that due to inadequate job opportunities, non-pro-poor growth, failure of poverty reduction initiatives to tackle structural transformation, bridging income gap and sustainable growth in the country were considered to increase the hardship Nigerians undergo (Dauda, 2017). Most of these researches fail to identify and carry out study on the education dimension of poverty in Bauchi state of Nigeria. Thus, the study is structure into introduction, research questions and objectives. Others include method of data collection, literature review, results, discussion, recommendations and discussion.

### **1.2 Research Questions and Objectives**

The questions include: What are the challenges of education dimension of poverty in Bauchi state? What are the strategies to mitigate the challenges of education dimension of poverty in Bauchi State? The objectives consist of: To identify the



challenges of education dimension of poverty in Bauchi state. To explore the strategies to mitigate the challenges of education dimension of poverty in Bauchi state.

#### **1.4 Methodology**

This study uses qualitative research approach and exploratory technique via interview and observation methods were used to interpret and offer a representation of the problem under study. Thus, qualitative data was collected and analyzed. The researcher deliberated with the identified poor in their real-life situation. The study also adopted cross-sectional strategy within a given period of time in order to answer the itemized research questions and accomplish the objectives of this study (Creswell, 2013; Sekaran & Bougie, 2010). The precise population of the study were the selected poor across the three senatorial zones and local governments' area of Bauchi state of Nigeria. Accordingly, the sampling frame of the study consist of the selected poor in the area of study. Additional, purposive and convenient sampling design were applied in identifying the informants during the collection of the data. Again, the researcher with the research assistant carried out observation. These techniques were applied to enable the researcher access the relevant information in the respective places (Palinkas, Horwitz, Green, Wisdom, Duan, & Hoagwood, 2013). Therefore, the instrument used for data collection were interview via the semi-structure conversation and observation. This is due to its appropriateness in exploring the perceptions and judgment of the interviewee. A narrative analysis was carried out for the study. A careful rearrangement and reorganization of the data was carried out (Tong, Sainsbury, & Craig, 2007).

#### **1.5 Literature Review**

The World Bank (2011) described poverty as a conspicuous denial in the condition of living which consist of multi dimensions such as inability to access basic needs and low per head income. The manifestation of poverty comprises poor inadequate health care services, poor portal drinking water, in access education, poor sanitation, denial of expression, lack of protection and inability to live a comfortable life (Ijaiya, 2015; Musa, Abdullah & Wahid, 2016). Poverty is the inability to have access to required accommodation, nutrition and the inadequate economic and social services (Adebayo et al. 2014).

#### **Classification of Poverty**

Literature classified poverty into different classes such as absolute or extreme poverty which means the absence of basic and fundamental needs, the food, medical services, sanitation, education, income and safe drinking water. The relative poverty measured according to three key elements income, disposable income and level of household income. It is based on the position of a specific household or an individual in the relation to the standard of living of a country. Chronic or structural poverty occur for a longer period of time due to certain factors such as inadequate productivity, lack of vocational and professional skills as well as socio-political and cultural circumstances. Provisional or transitional poverty entails is temporary and short span as results of inadequate resources due to disaster such as famine, war and other environmental catastrophe and the transpire nature of poverty in locations, geographical areas with urban, slums and ghettos (Lame & Yusoff, 2015 & Ige, 2014). Multidimensional poverty indicators consisting of education, health, living and unemployment complemented other classes and categorize of poverty in the present-day era. Empirical studies were reviewed and identified the gaps for instance;



Musa, Abdullah and Wahid (2018) explore the causes of Multidimensional Poverty Indicators in Bauchi State and its Mitigation Strategies using qualitative research approach, semi-structure interview and collected data from twenty informants and analyzed the data via thematic analysis. Findings from the research reveals the unemployment, illiteracy, poor entrepreneurial initiatives, inadequate infrastructure, mismanagement of resources, poor capacity building and the manifestation of health and education dimension in the study area. The study recommended for increased budgetary allocation, provision of modern facilities and delivery of improved services in education and health care services. It also recommended for reestablishment of state health insurance scheme across formal and informal sectors of the economy. The study has not been specific to one dimension of the multidimensional poverty indicators. The education in the state needs further research most especially amid the corona virus pandemic.

A study was conducted to assess the multidimensional poverty in rural areas of Adamawa state using quantitative research approach and collected data from 480 head of household from 16 villages across the study area via multi stage sampling design. The results was analyzed using descriptive statistics and Multidimensional Poverty Analytical tool with binary logistic regression model. Findings from the study indicated that 61.7 percent of the households were poor; it also revealed that multidimensional poverty in the study area is negatively influenced age, household size and marital status. The study recommended for the provision and investment in critical physical infrastructure to propel diversification of economy, provision of security for life and properties to mitigate shocks and poverty in the study area. Farmers

should be encouraged to establish cooperative societies and reduce resources constraints (Michael, Tashikalma, Maurice, Tafida, 2019). The study gave emphasis to rural areas and multidimensional poverty manifestation do exists both in rural and urban areas, particularly in the Nigeria context.

Based on the outbreak of corona virus that posed serious global challenges on the education systems in particular, a study was conducted and investigated the on the impact of Covid-19 on education collected data via quantitative research approach, and structured questionnaires from 200 respondents include teachers, parents, and policy makers across different countries. The data was analyzed with STATA/Regression. Findings from the survey revealed that the pandemic has caused severe effects on education in the areas of learning disruptions, less access to education and study facilities. It also led to joblessness and increased debts on students. The result further show that many educators and students depend on online studies which is as well hindered with inadequate, inaccessibility and weak digital skills. The study recommended that all institutions of education, educationalists and learners should adopt technology, increase their digital skills in accordance with the emerging global realities and trends (Onyema, Eucheria, Obafemi, Sen, Atonye, Sharma & Alsayed, 2020).

Ab-Rahim and Mohammed (2019) conducted a study on Multidimensional Poverty Index of Niger State, Nigeria via quantitative research design from 432 household and 520 respondents via cluster sampling in the study area. The study investigated the monetary and multidimensional poverty index. Alkire and Foster Methodology of data analysis was applied using the global three dimensions and ten indicators. The results show that 13 percent of the people above poverty line

income are found to be also multidimensionally poor. It also show that poverty is glaring in the basic living standard and health care among the household due to insufficiency of access to portal drinking water, lack of sanitary facilities, inadequate electricity, primitive access to cooking fuel and limited accessibility to adequate health care facilities. The findings reveal that effective policy for the provision of overall infrastructure will contribute to poverty alleviation. In spite of the study's novelty it has neglected the education dimension and emphasised on the health and living standard. Thus, the education dimension requires further study in other states of federal republic of Nigeria most especially in Bauchi state among others.

### **1.6 Theoretical Framework**

This study adopted cumulative and cyclical interdependencies theory promulgated and originated in the works of Myrdal (1957) developed along side interlocking, circular and interdependence in which personal and community wellness are linked together with negative consequences and closure of other crisis leading to the cascade of personal and community problems thereby creating problems. This theory demonstrated the complex nature of poverty or its multidimensionality and it originated from the conglomeration of many other theories taken into cognisance of the individual, the community and the growing set of problems that makes effective reaction impossible. The theory further explains that systemic barriers deterred the less privilege from accessing and accomplishment of the fundamental social institutions typically employment, housing, education, health care, political representation and safety among others. Consequently, social deprivations and adeprivations in separate areas were captured by this theory. Spiral bondage of poverty, issues of individuals particularly, income,

health, education, employment and self-confidence are interrelated and positively linked to community shortages in the areas of loss of jobs and business, inadequate schooling, and inability to provide social services. Therefore, challenges of multidimensional poverty, particularly the magnitude of education as it relates to the study area. The theory postulated that multidimensional poverty particularly the education dimension posed interrelationship with the individual and the community. Poverty is pervasive where enrollment, attendance, retention and educational backward society. It transcend from the individual to the community.

### **1.7 Results**

This section of the study presented the results according to the informant's perception on the education dimension poverty amid corona virus in the study area. Multidimensional Poverty index reports, 2015 indicated that Bauchi state has, 89.5 percent and the highest prevalence of shortage across education, health care and living standard. Multidimensional poverty indicators entail the deprivations which occur across education, health care, unemployment and living standard. Primarily, the results stated that poor enrolment of pupils by some parents, negligence, low possessions and inadequate facilities contributed to low attainment of schools in the state. The informants also identified inadequate facilities. Consequently, the results were articulated according to the dimension of education for instance:

#### **1.7.1 Challenges of Enrolment and School Attendance: Educational Dimension of Poverty**

Informant one narrated that challenges of education dimension of poverty include low attainment and enrolment in schools in the study area:

*Well! First of all our culture as we have inherited from grandparents which perceived that western education would adulterate and change our way of live and our religion. This is my view as far as I am concern. So, we were not enrolled and that remains in our minds, and we didn't enrol our children too or we show I didn't care attitude about it. Secondly, some parents believe that petty jobs are better than attending the school, as the children would earn some amount of money quickly than attending school. However, to many it's due to poverty as attending school requires huge amount of money in the state and especially the pandemic corona virus has led to closure of schools for a longer period time, thus, we need to enrol them into other craft work (Informant I).*

Corroborating the insufficiency of money saga, informant two said that:

*The major causes of low enrolment of children in school include corona virus, poverty as many parents finds it difficult to support and take care of their families. Again, I discovered that there is poor administration of school, corona virus pandemic and the government is not effectively funding the education sector. The school feeding system has encouraged many parents and thus, strategically improve the attainment of the children in beneficiary schools but it has been suspended due to the pandemic (Informant II)*  
*Informant three stated that mostly at the primary and basic level, it is the negligence from the side of some parents coupled with poverty, hence*

*these categories of parents are struggling to ensure food security for their respective families. Secondly, at the tertiary level, as mentioned earlier it's the background of the youths as they cannot pay for themselves the school fees, therefore, they couldn't continue with their studies.*

*Informant four viewed that, it is also due to poverty and lack of interest. Some parents cannot afford the meagre payable for the sponsorship of their children and to buy the necessary items such as uniform, books and other basic needs of the children are a great burden.*

Informant six explained that:

*Inadequate will from the government to make education free; it is very important that government should ensure that people have access to education free of charge. Thus, lack of background and possession of qualification from some of the parents, therefore they could not encourage their children to go to school too.*

Informant fourteen narrated that some parents do not give priority and due consideration in enrolling their children in western education as results of fear of indiscipline and lack of morality therein in it.

*I also discovered the inadequacy of qualified teachers and entertaining programs that would make parent and children appreciate school attendance.*

Informant thirty nine perceived that lack of public enlightenment on the importance of education in Bauchi state, poverty, inadequate nearness to schools in some localities within the state, failure of government and traditional leaders to



supervise enrolment and dropout in addition to punishing those children that are not in the schools, non-interference and influence of traditional institutions, failure of government to provide infrastructure such as learning aids and materials for the students for an effective learning and teaching environment.

### **1.7.2 Strategies to Mitigate the Challenges of Education Dimension of Poverty in**

#### **Bauchi state**

The informants opined the ways to improve enrolment, attendance and the overall education system through infrastructural development in order to make the schools in the study area attractive as well as conducive for learning especially if the corona virus pandemic drops. For instance, informant one stated that:

*The Government should make enforcement for the improvement of enrolment, attendance through the district heads in order to achieve high literacy level especially among the primary and secondary sections. Secondly, government should provide infrastructure in schools such as adequate classrooms, laboratory, library and conducive office accommodation to the teachers. Again, boarding schools are not enough in the state, thus, it should be expanded to include the **Almajiris** immediately the corona virus is terminated*

*Informant fourteen suggested for establishment of additional vocational schools in the state in order to support those children to acquire vocational skills and specialized in some technical expertise. These will go a long way in developing their orientation and contributions to their well-being even after the pandemic is finished. The capacity of the teachers needs*

*to be improved through training and capacity development; these will ensure that our schools functions effectively.*

Informant two calls on the people at individual level to meet up with their responsibilities in ensuring that they educate their children and requested that government should complement these efforts by establishing additional vocational schools and ensure the empowerment of those trained children with capital and equipment for self-employment after graduate from school. Again, government consider given textbooks to the children and these might reduce the burden on the parents as most of them suffered from the effects of corona virus pandemic.

Informant three viewed that:

*“the ways to improve education in Bauchi state include employment of additional qualified teachers, improvement teaching and learning facilities.” Informant four stated that: “many children are hawking around the streets, market square but most of them cannot read and write. Therefore, the need to invest in education is paramount.”*

Informant ten explained that:

*Government should employ qualitative teaching worker and should screened and remove those that cannot teach among the employed workers. Government should enforce parents to enrol their children, and should help like by given uniforms to the children and books to reduce the burden of poverty.*

Informant four indicated that:

*Government should build additional schools across the state as well ensure provision of stationaries*

*especially books to the learners in order to reduce burden on the poor parents. Secondly, our legislators and cabinet of the executive members should sponsor the education of some youth particularly from those with poor family background.*

Informant six added that:

*“free education is highly needed in the state especially in order for the children of the poor be educated. Government should renovate and rehabilitate our schools so that our children can be educated and qualitative teachers should be employed in all the schools across the state.”*

Informant ten opined that:

*“the government should renovate all school within the state, provide seats, teachers’ offices and teaching materials to take care of the educational development of the learners”.*

Informant eleven stated that

*“government should make education one of its priority for the betterment of the state especially the youth through employing qualified teachers, awareness, teachers’ motivations, building conducive environment for learning, provision of teaching aids in the state.”*

Informant twelve said that:

*“government should provide and effective guidance and counselling service in schools for the youths to be directed towards professionalism in the future and become active citizens.”*

Informant fourteen supposed that:

*“government should make provision for good condition of service, through in-service training to*

*teachers of primary and secondary schools.”*

### **1.8 Discussion**

In answering the established research questions so as to achieve the stated objectives of this study, a recapitulation of the research questions indicated that: What are the challenges and strategies to mitigate and revamp education dimension of poverty during the corona virus pandemic in Bauchi state. Literature specified that the state recorded 89.5 percent rate of multidimensional poverty and the highest prevalence of shortfall across education, health care and living standard in the federal republic of Nigeria. The informants narrated the challenges of education dimension which include parental attitude, cultural factors, financial difficulties, closure of schools due to corona virus, poor administration of schools, under-funding of education, lack of interest and fear of adulterated western culture. They also identified inadequate qualified teachers, poor entertainment programs in school, lack of enlightenment and awareness on the imperatives of education, inadequate infrastructure for effective teaching especially during the corona virus pandemic and learning in schools contributed to low enrolment, attendance in the study area. Literature indicated that education had suffered one of the devastating losses due to the insurgency in the aspect of physical infrastructure in the northeastern region. Many schools had been put a blazed. Other facilities such as library collections and the education of the region was ruin below national levels. The Presidential Initiative on Northeast has captured the development of education and maintain infrastructure in the states within the zone such as Bauchi, Adamawa, Borno, Gombe, Taraba and Yobe states (Ahmad & Abdul, 2019). Furthermore, the process of fiscal decentralization encompasses the quest to improve efficiency in the service delivery on education and reaching the poor people. Thus, the need to revamp education and mitigate all the challenges mitigating it is paramount (Adefes,



2017). Upholding the challenges of corona virus on education in the study area, previous study indicated that the pandemic has posed serious challenges to the global education systems as more than 100 countries had closed their schools which led to over 1 billion students out of school. It is also associated with decrease access to education, learning disruption, joblessness and many children remained dropout worldwide. Indeed, the outbreak of the pandemic has affected all aspects of the human endeavor globally, the education, transportation, entertainment, worship, economy, social gathering and political interactions. Thus, the education is the sector worst hit not only in the study area but internationally. For instance, in France, the government under the leadership of Emmanuel Macron ordered the closure of all schools in a television broadcast so as to increase health care in the country. Saudi Arabia, Australia and Nigeria among other states also closed down schools (Onyema, et al, 2020).

In answering the second research question, the informants narrated that in order to address the challenges of education in Bauchi state during the corona virus pandemic suggested for improvement and provision of basic and physical infrastructure, establishment of more boarding schools to include the *Almajirais*, enforcement to achieve high enrolment and attendance through the traditional institutions. Literature indicated that education has led to indigenous learning, ecocentric, circular economy and empowerment and liberation (Helen, 2020). Establishment of vocational schools, capacity building and training to teachers, massive investments in education, provision of necessary items such as uniform, stationaries and sponsorship of the education of some youths particularly the children of less privilege or poor family background free education is equally suggested, renovation and rehabilitation of schools. Previous study exposed that the United Nations Organizations apportioned that 26 percent of the annual budgets of members states should be

allocated to finance education. To effect, the stated percent will boost efficiency in the education not only to the governments of various countries but Bauchi state and many other states particularly in the federal republic of Nigeria (Adejare, & Juliet, 2019). Therefore, financing education will lead to provision of physical and basic infrastructure; training and retraining of teachers among strategies for investment in education to mitigate illiteracy as well as poverty. The guidance and counselling units should be reorganized to ensure professionalism, in services training for teachers in primary and secondary schools in the state. Validating the perceptions of the informants' education in Japan and Sweden offers multifarious integrated programs thereby preparing students to adjust into the changing societies and technologies as globalized citizens for sustainable society with competencies in lifelong learning process. Schools in the aforementioned countries developed pedagogical methods in increasing student's commitment to social development and well-developed curriculum. Again, their education via the schools has the task of values transfer, knowledge and reshaping the learners thereby attaining the status of responsible as well as professionals in different endeavours (Fredriksson, Kusanagi, Gougoulakis, Matsuda & Kitamura, 2020). Previous study in Guatemala indicated that in spite of the poverty in the country the education has received incentives, motivation, school budget and support for effective practices, improved learning practice bilingual and community involvement (Gershberg, Meade & Andersson, 2009). Thus, influences the educational quality and teaching condition of the country. Therefore, the strategies established to mitigating the education dimension of poverty will lead to human development and overall emancipation of the poor.

### **1.9 Recommendations**

The study recommended firstly, the establishment and building of physical



infrastructure in the tertiary, secondary and primary schools to accommodate the poor atmosphere of learning in schools across the study area. The facilities should cover internet resources, e-learning, e-library and all facilities to ease the use learning should any pandemic occurred in the state; the country and the globe. Internet facilities has become the contemporary resources to exchange of ideas, faster assimilation and dissemination of knowledge. Secondly, re-visitation of schools' sports competition, inter-house festivals and ceremonies in the school across the state. Youths of nowadays are most attracted by sporting events especially football and these will boost enrolment and school attendance in the state. Thirdly, the Nigeria government should ensure wider access to education in all locations, gender, cred and these will serve as a strategy for the mitigation of educational dimension of poverty. Fourthly, the study also suggested in concrete terms the need for the application of bilingual approaches to learning in order to enhance faster assimilation by the learners especially in the primary and secondary section.

### **1.10 Conclusion**

The study has discovered some of the challenges and strategies opined to mitigate education dimension of multidimensional poverty in Bauchi state amid the corona virus pandemic. Cumulative and cyclical interdependencies theory has substantiated the perceptions of the informants such as the parental attitude, cultural factors, financial difficulties, closure of schools due to corona virus, poor administration of schools, under-funding of education, lack of interest and fear of adulterated by the western culture. They also identified inadequate qualified teachers, lack of enlightenment and awareness on the imperatives of education, inadequate infrastructure for effective teaching. Covid-19 has been a lesson to especially to the developing countries with poor modern infrastructure not only in the education but in other dimensions of

health care and living standard. These strategies of improvement and provision of basic and physical infrastructure, establishment of more boarding schools to including the Almajirais, enforcement to achieve high enrolment and attendance through the traditional institutions. The guidance and counselling units if properly reorganize will ensure professionalism, as in services training for teachers in primary and secondary schools in the state will boost the abilities of the tutors. Thus, findings of this study might not be generalized across other states in the northeastern and northern Nigeria. It is therefore recommended that future study should apply quantitative research approach.

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