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**Business Education Programme as a strategy for Poverty Reduction, Gainful Employment and Sustainable Livelihood among Students of Some Tertiary Institution in Kaduna State, Nigeria**

\*Yusuf Shuaibu Umar<sup>1</sup>, and Safiyanu Zakari Bello<sup>2</sup>.

<sup>1&2</sup> *Department of Economics, Federal University of Education, Zaria – Nigeria.*

\*Corresponding Author: [shuaibuyusuf125@gmail.com](mailto:shuaibuyusuf125@gmail.com)

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**Abstract**

*The study examines business education program as a strategy for poverty reduction, gainful employment and sustainable livelihood among students of some tertiary institution in Kaduna State, Nigeria. This study used a descriptive research design. The population of the study comprises of business education students as well as employers and employees of the selected public tertiary education institution in Kaduna State. A purposive sampling was used to select three hundred and fifty (350) respondents from the selected tertiary education institution in the study area. Data was gathered through questionnaire, interview and observation within fourteen days. The data collected was analysed through the use of logistic and ordinary Least Square (OLS) regression. The result shows a significant relationship between business education program, gainful employment, sustainable livelihood and poverty alleviation and also shows a weak relationship of 0.0496 and 0.0482 between business education program and the coefficients on the training as well as skills acquired necessary to make informed decision and the environment in which they must work. The study concludes that business education program alleviate poverty by providing gainful employment and sustainable livelihood. The study further recommended that Government, stakeholder and donor organizations should ensure that teaching and learning environment as well as resources such as funding, internet facilities, computers, projector and textbooks are provided to enhance effective delivery and reception that can equipped recipient with requisite skills, aptitude and competence to make informed decision in the environment in which the must work.*

**Keywords:** Business Education Programme, Poverty, Gainful Employment and Sustainable Livelihood.

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**1. Introduction**

Poverty is one of the biggest issues facing the world's developing and underdeveloped nations. One of the most pressing challenges facing humanity today is poverty reduction, which is one of the main Sustainable Development Goals. Nigeria has been blessed abundantly and generously with exceptional economic resources, including oil, cocoa, and rubber farms. It is truly unfortunate to see that, in

spite of all of these natural resources and fortunate assets, more and more Nigerians are still living in extreme poverty in recent years and are also labeled as the "Poverty Capital of the World" (Adeowu, & Jekayinfa, 2016 as cited in Ezeonwurie Olufunke Abiola 2021). Poverty in any community is a significant impediment to the economic, political, social, and overall growth of that society. Furthermore, the success of poverty reduction initiatives has been impacted in Nigeria, a country

with a low level of education, unskilled labor, a wasteful way of life, a lack of delivery of a comprehensive policy package based on needs, policy leakages to non-target populations, and traditional values and norms.

Idowu, Gbervbie, Moses, Duruji, and Bankole 2013 as cited in Ezeonwurie Olufunke Abiola 2021) list a few initiatives and policies, including the National Directorate for Employment NDE, Poverty Alleviation Program PAP, the National Poverty Eradication Program, NAPEP, Better Life for Rural Women (BLRW), Bank of Industry (BOI), Family Support Programme (FSP), the National Poverty Eradication Programme (NAPEP), and Subsidy Reinvestment and Empowerment Programme (SureP), as well as the Seven Point agenda. Despite how commendable these initiatives seem, Nigeria continues to struggle with poverty that is both widespread and persistent. So, what are the difficulties? Since independence, Nigeria's attempts to alleviate poverty have, according to (Ekpe 2016 as cited in Ezeonwurie Olufunke Abiola 2021), produced very little results. He alleges that the programs were generally not intended to alleviate poverty; they lacked a well-defined policy framework with adequate guidelines for poverty alleviation; they are plagued by political instability, interference, policy and macroeconomic disruptions; and they are rife with corruption, political deception, outright kleptomania, and repulsive looting. It must also be noted that the poverty alleviation initiative's success was preceded by a lack of continuity and a change in strategy. Since it has been determined that the nation's poverty reduction program is not meeting the critical need, it is imperative to create a practical business education program to aid in poverty reduction.

The education for self-reliance and employability, known as vocational

education, includes business education as a fundamental component.

Business education programs can play a crucial role in poverty reduction in Nigeria by equipping individuals with the skills and knowledge necessary for self-employment and sustainable livelihoods. Despite the country's abundant natural resources, poverty remains a significant challenge, and previous poverty alleviation initiatives have yielded limited results due to issues such as corruption, lack of continuity, and inadequate policy frameworks. Business education can help address these challenges by providing individuals with practical skills and competencies needed for entrepreneurship and employment, ultimately contributing to economic growth and poverty reduction.

The specific gap that business education programs can address, is the lack of practical skills and competencies among Nigerians, particularly in entrepreneurship and self-employment. This gap is linked to SDG 1 (No Poverty) and SDG 4 (Quality Education) as business education can provide individuals with the skills and knowledge necessary to lift themselves out of poverty and participate in the economy. By integrating business education into the curriculum, educational planners can help ensure that individuals are equipped with the skills and competencies needed to contribute to economic growth and poverty reduction in Nigeria.

### **Statement of the Problem**

Youth unemployment and poverty remain significant challenges in Nigeria, particularly in Kaduna State, where despite government initiatives, many graduates struggle to find employment. Kaduna State tertiary institutions were chosen as a case study due to the high rates of graduate unemployment and poverty prevalence in the region. Previous poverty reduction programs have been

ineffective due to lack of continuity, overlapping responsibilities, and inadequate funding. Business education programs can equip individuals with skills and attitudes necessary for entrepreneurship and employment, but have not been fully leveraged. Many youths in Kaduna State lack access to skills acquisition and employment opportunities, exacerbating poverty. Developing skill-based business education programs can help reduce poverty by creating employment opportunities, promoting economic development, and fostering entrepreneurship. Initiatives like the Kaduna State Government's construction of Vocational and Technology Skills Acquisition Cities can provide youths with necessary skills to tackle unemployment.

#### **Research Question**

- a. To what extent does Business Education programme prepares beneficiaries for gainful employment among recipient of Tertiary Institutions in Kaduna State – Nigeria?
- b. To what extent does Business Education program prepares recipient for sustainable livelihood and poverty reduction among Tertiary education students in Kaduna State?

#### **Objectives of the study**

- a. To examine the extent to which Business Education program prepares recipients for gainful employment among selected Tertiary Institutions in Kaduna State
- b. To evaluate the extent to which Business Education program prepare recipients for sustainable livelihood and poverty reduction among Tertiary education students in Kaduna State.

#### **Hypotheses**

The following hypotheses are tested at 0.05 level of significance

H<sub>1</sub> = There is positive relationship between Business Education program and gainful employment in Kaduna State.

H<sub>2</sub> = There is significant relationship between Business Education program and sustainable livelihood and poverty reduction among recipients of Tertiary institutions in Kaduna State.

#### **2. Literature review**

The review of literature will focus on the concept of poverty, business education program and sustainable livelihood as well as empirical evidence from Nigeria.

##### **The concept of Poverty**

Since independence, all of Nigeria's efforts to reduce poverty have produced minimal results, according to (Ekpe 2016 as cited in Ezeonwurie Olufunke Abiola 2021). According to him, the programs were not primarily intended to alleviate poverty; they lacked a well-defined policy framework with adequate instructions for poverty alleviation; they are subject to political instability, interference, policy and macroeconomic dislocations; and they are plagued by corruption, political deception, blatant kleptomania, and disgusting looting. It must also be said that in Nigeria, poverty reduction programs lagged behind a lack of continuity and a change in strategy.

According to (Aliyu 2017 as cited in Victoria Olunloyo Olabode & Oluwatunmise Ayo Afolabi 2024), many poverty reductions programs in Nigeria have failed because of overlapping responsibilities between agencies, which has resulted in unhealthy competition and disputes between the public organizations responsible for poverty reduction initiatives. (Njoku 2015 Victoria Olunloyo Olabode & Oluwatunmise Ayo Afolabi (2024) contends that the majority of the programs have an unwieldy scope

without the spread of resources (funds) needed to adequately cover the programs and projects. In addition to the unnecessary political meddling, high rate of change in management structures, and absence of a central decision-making authority with specific responsibilities, Njoku went even further.

### **The Concept of Business education Program and Sustainable Livelihood**

One of the goals of Business Education, according to the (Federal Republic of Nigeria 2013 as cited in Chinakwe, P.C. 2020), is to enable the student to comprehend the world around him and make the greatest possible contribution to the social and economic advancement of the nation. One of the top priorities of educational planners should be to incorporate some of the poverty alleviation challenges, such as hunger, into the curriculum in order to completely eliminate extreme poverty. Additionally, the government should implement the necessary steps to guarantee that the quality of instruction at all educational levels is geared toward the development of practical skills and competencies needed for self-employment, which will ultimately help reduce poverty in Nigeria. Business education equips recipients for profitable employment and a sustainable livelihood, according to (Anyeneaneh and Nkegwu 2015 as cited in Victoria Olunloyo Olabode & Oluwatunmise Ayo Afolabi 2024). It is commonly thought of as instruction for and about the workplace. The curriculum teaches the students about the economic, financial, marketing, accounting, and management systems, as well as other aspects of commercial activities.

As stated by (Chiadika, Iwendi, Fassasi, and Onianwa in 2014 as cited in Ezeonwurie .O. A., 2021), the Business Education program provides its students with essential business skills since it covers the knowledge, attitudes, and skills

that everyone needs in order to successfully manage their personal finances, economic system, and be productive in the workforce. By integrating skill development, competence building, and knowledge acquisition, business education helps to solve unemployment and its related vices, boost productivity, and hasten the nation's progress.

According to (Udo 2014 as cited in Acharu Faith Tonu-Okeme., Mary Oiza Jacob., & Ofulue Justina Ifeany 2022), graduates of business education programs are able to alleviate poverty and social offenses among youngsters by working for pay or managing their own enterprises. The individual will learn marketable skills, become self-employed, and—most importantly—generate employment by employing others in courses like Accountancy, Office Management, Computer, Marketing, and Distributive Education. They lessen poverty in the community in this manner.

According to (Fasae and Elemure 2008 as cited in Victoria Olunloyo Olabode & Oluwatunmise Ayo Afolabi 2024) stated that in order for a nation to be economically vibrant, every citizen must have the necessary skills, knowledge, and attitude to be able to effectively contribute to the growth and development of the goal of manpower production, possess the requisite knowledge, skill, and attitude for harnessing other resources and bringing them into cooperative relationship, yielding the goods and services provided by the society for the satisfaction of their wants and needs.

In contrast, (Olafare's 2007 as cited in Victoria Olunloyo Olabode & Oluwatunmise Ayo Afolabi 2024) discussion of office technology and management was more pragmatic. He claims that it's a curriculum with the primary goal of equipping students for productive, profitable employment and

lifelong learning, which gives it the ability to truly empower the populace. Increased empowerment decreases poverty, improves the quality of life, increases job prospects, and curbs the likelihood of social ills brought on by unemployment, all of which promote sustainable national development. In our educational system, vocational office technology and management education may provide a wide range of opportunities to advance industrialization in Nigeria, according to (Jubril 2010 as cited in Victoria Olunloyo Olabode & Oluwatunmise Ayo Afolabi 2024), the recipients' use of vocational skills will aid in the expansion and establishment of more businesses in the community, which will ultimately contribute to national development and security.

In summary, majority of the studies reviewed are in agreement that previous poverty alleviation programs failed to achieve its desired goals for instance Ekpe (2016 as cited in Ezeonwurie Olufunke Abiola 2021) indicated that the programs were not primarily intended to alleviate poverty; they lacked a well-defined policy framework with adequate instructions for poverty alleviation. In the same vein Aliyu et al 2024 as cited in Oluyemisi Omobola Agboola, Williams Omodara Alabi, & Wanita Okoronkwo 2025), open that the programs failed because of overlapping responsibilities between agencies. Unfortunately, these studies only succeeded in identifying the problems that led to failure of the poverty alleviation program. In the course of this research, no study was found to focus on business education program as a strategy for poverty reduction, gainful employment and sustainable livelihood among tertiary institutions in Kaduna State-Nigeria with specific link to SDG 1 (No Poverty) and SDG 4 (Quality Education) as business education can provide individuals with the skills and knowledge necessary to lift

themselves out of poverty and participate in the economy.

### **Theoretical Framework**

#### **Human Capital Theory of Poverty**

This study is anchored on the Human Capital Theory of Poverty, which posits that poverty can be significantly reduced or eliminated through the strategic development and investment in human capital. Originating from broader macroeconomic development theory, Human Capital Theory emphasizes the role of individual capacity building, particularly through education, training, and skill acquisition, as a driver of economic and social advancement (Schultz, 1993 as cited in Murtala Muhammad Abu; Sule Magaji & Ibrahim Musa 2025)

The theory was extensively developed by economists such as Theodore Shultz and Gary Becker, with Becker's seminal work, *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education* laying the foundation for understanding the economic value of investing in people. According to Becker, human capital refers to the stock of skills, knowledge, competencies, and attributes that are embodied in individuals and contribute to their personal productivity and economic potential. In this framework, education and vocational training are viewed as strategic investments, much like physical or financial capital, that yield returns in the form of increased earnings, improved job performance, and overall economic growth. (Becker 1993 as cited in Murtala Muhammad Abu; Sule Magaji & Ibrahim Musa 2025) distinguishes between general-purpose human capital skills and knowledge applicable across various sectors and organizations and firm-specific human capital, which pertains to skills relevant only within particular firms. General human capital, such as literacy, problem-solving skills, and



interpersonal communication, tends to be more portable and beneficial across multiple job markets, making it especially valuable in developing economies where workforce mobility and adaptability are crucial. From a poverty reduction standpoint, the theory underscores that a lack of access to education and skills development is a fundamental cause of persistent poverty.

Therefore, this study adopts the Human Capital Theory of Poverty to frame the relationship between education/training and economic well-being. It posits that interventions aimed at equipping individuals with relevant skills and knowledge, particularly in underserved or economically marginalized communities, are crucial to fostering inclusive development and breaking the cycle of poverty.

#### **Review of Some Related Empirical Studies**

Ezeonwurie Olufunke Abiola (2021), the study examines the prospects and challenges of business education programme in poverty alleviation. A survey research design was used for the study. The population comprised 46 business educators teaching in colleges of education in Kano States-Nigeria. A self-structured questionnaire was developed by the researcher. Mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance. The result of the study showed that Business Education programme will be an indispensable tool for alleviating poverty if the programme is not handled with levity and there is the provision of adequate fund and infrastructures needed to implement the programme.

Amina Goniri (2020), the study examined the effect of entrepreneurship education on poverty alleviation among the graduates of Ramat Polytechnic

Maiduguri, Borno State. Data were gathered through the responses of the respondents. The study used descriptive and inferential statistical tool for data analysis. The data collected was analyzed using simple regression analysis with the aid of statistical package for the social science (SPSS) version 20.0. The findings of this study revealed that there is significant effect of employment generation on poverty alleviation in the study area; there is also significant effect of wealth creation on poverty alleviation in the study area.

Ogbonnaya (2020) investigated the nature of education system and national development in Nigeria. Contextual analysis was used by the author to collect needed data for the study. The study found out that Nigeria needs education system that can produce graduates with innovations ideas to compete with counterpart in development.

In summary, majority of the study reviewed are in agreement that business education program are able to alleviate poverty and enable recipient manage their own businesses. For instance (Udo 2014.; Chiadika, Iwendi, Fassasi, and Onianwa in 2014 as cited in Ezeonwurie .O. A., 2021) have shown that business education program helps to solve unemployment and its related vices, boost productivity, and hasten the nation's progress. However, studies conducted by Ezeonwurie Olufunke Abiola (2021) and Ogbonnaya (2020) identify that the program is an indispensable tool for alleviating poverty if not handled with levity and inadequate provision of funds and infrastructure. The also identify that the country needs education system that can produce graduates with innovative ideas to perform very well in business.

Unfortunately, these studies focused on entrepreneurship education as well as the prospect and challenges of business education program on poverty alleviation

without focusing on poverty, gainful employment and sustainable livelihood among tertiary education students. Again, in the course of this research no study was found to focus on business education program as a strategy for poverty reduction, gainful employment and sustainable livelihood in Kaduna State Nigeria with specific link to SDG 1 (no poverty) and SDG 4 (quality Education). By integrating business education program as a strategy for poverty reduction into the curriculum, educational planners can help ensure that individuals are equipped with the skills and competencies needed to contribute to economic growth and poverty reduction in Kaduna State and in Nigeria at large. Thus, this study attempted to fill or at least narrow the gap identified in the existing literature especially in Kaduna State – Nigeria.

### 3. Methodology

#### Study Area

Kaduna State shares a border with Zamfara, Katsina, Niger, Kano, Bauchi, Plateau State, and the federal capital area of Abuja. It is located in the heart of Northern Nigeria. With around 2. 5 million hectares (8,473. 2 square kilometers) under agriculture, annual rainfall of 1,300–1,524 millimeters (mm),

and 0. 08 million hectares (0. 84 million ha) of highlands, the state's land area is around 48,473. 2 square kilometers.

The state is geographically situated between latitudes 90 10N and 110 30N of the equator and longitudes 60 10E and 90 E of the Green Meridian.

#### Research design

The study used a survey research design involving a description of a specific situation that exists at a specific time and necessitated having a direct conversation with someone whose traits, behaviors and attitudes are important to the research. The data for the study was sourced using primary method of data collection (Asika 2006 and Hassan 2005 as cited in Jimoh, Zakari, and Danjeka 2022).

#### Population and Sampling Design

The study focused on business education students at a select few tertiary institutions, as well as employers and workers in similar industries, with the goal of giving the recipients the skills they need to become self-employed, which is a key tool for national development and promotes industrialization through its entrepreneurship programs. The study institutions were used to select a purposeful sample of 350 students, employers, and employees using the methods below:

**Table 1: Distribution of Sample Size by institutions and departments**

S/N	INSTITUTION	DEPARTMENT	SAMPLE SIZE
1	Ahmadu Bello University Zaria	Business Education	70
2	Federal University of Education, Zaria	Business Education	70
3	Nuhu Bamali Polytechnic, Zaria	Office Technology Management	70
4	State College of Education G/waya, Kafanchan, Kaduna State	Business Education	70
5	Federal Polytechnic, Kaduna	Office Technology Management	70
Total			350

**Field Survey: 2024**

### Definition of Variables

The study used both dependent and independent Variables. Business Education Programme (BUS EDUP) (2) stands as the dependent variables for model 1 and 2 while; gainful employment and sustainable livelihood represent the independent variables. Since Gainful Employment (GE) and Sustainable livelihood (SL) are qualitative in nature the following variable are used as its proxies for model one and two as shown below:

#### Description of Variable for Model one

PELRLLL= provide effective learning for recipient for life long livelihood

ELTRERSW= the environment in which the learner is trained should be replica of the environment in which recipient must work

ASICE= Acquisition of skills and ideas for creating employment for oneself and others

PGJCNJS= Produce graduates that are job creators and not job seekers

TRIWABS= Trained recipient on using new ideas/ways of advancement in business sector

#### Description of Variable for Model Two

EGSPPB= Equipped graduate with the necessary skills and potentials that will make recipient perform very well in business

PRSTL= Provide the recipient with necessary skills for transition into labour market

HRPDGS= Help recipient to be producers and distributors of goods and services

PERRLERMC= Prepares and expose recipient to real life learning experience to think, take risk and manage circumstances

ERSCII= Equipped recipients with skills for constant improvement and innovation in their undertaken

EREISCE= Equipped recipient with economic ideas necessary to survive in a capitalist economic

ERSCIDME= Equipped recipient with skills to make informed consumer decisions and participate responsibly in market based economy.

### Model Specification

Both the logistic regression model and the ordinary least squares (OLS) model were employed to assess the effect of the Business Education program as a strategy for reducing poverty, promoting profitable jobs, and fostering sustainable livelihoods among students from a few selected tertiary institutions in Kaduna State, Nigeria.

The model employed in this study is follows: it uses the model as it was developed by Krantz (2001) and described by Gujarati and Porter (2009).

#### Model 1 is to achieve objective one (1)

$$Y = \frac{P_i}{1-P_i} = Z_i = \beta_0 + \beta_1 \text{PELRLLL}_i + \beta_2 \text{ELTRERSW}_i + \beta_3 \text{ASICE}_i + \beta_4 \text{PGJCNJS}_i + \beta_5 \text{TRIWABS}_i + \mu_i$$

Where:

$Z_i$  = Business Education Program (BUSEDUP)

$\beta_1 - \beta_5$  = parameters

$\beta_0$  = intercept

$\mu_i$  = error term

PELRLLL= provide effective learning for recipient for life long livelihood

ELTRERSW= the environment in which the learner is trained should be replica of the environment in which recipient must work

ASICE= Acquisition of skills and ideas for creating employment for oneself and others

PGJCNJS= Produce graduates that are job creators and not job seekers

TRIWABS= Trained recipient on using new ideas/ways of advancement in business sector

#### Model 2 is to achieve objective two (2)

$$Y = \frac{P_i}{1-P_i} = Z_i = \beta_0 + \beta_1 \text{EGSPPB}_i + \beta_2 \text{PRSTL}_i + \beta_3 \text{HRPDGS}_i +$$



$$\beta_4 \text{PERRLERMC}_i + \beta_5 \text{ERSCII}_i + \beta_6 \text{EREISCE}_i + \beta_7 \text{ERSICDME}_i + \mu_i$$

Where:

Z<sub>i</sub> = (BUS EDUP) Business Education Programme

$\beta_1 - \beta_7$  = parameters

$\beta_0$  = intercept

$\mu_i$  = error term

EGSPPB = Equipped graduate with the necessary skills and potentials that will make recipient perform very well in business

PRSTL = Provide the recipient with necessary skills for transition into labour market

HRPDGS = Help recipient to be producers and distributors of goods and services

PERRLERMC = Prepares and expose recipient to real life learning experience to think, take risk and manage circumstances

ERSCII = Equipped recipients with skills for constant improvement and innovation in their undertaken.

EREISCE = Equipped recipient with economic ideas necessary to survive in a capitalist economic.

ERSICDME = Equipped recipient with skills to make informed consumer decisions and participate responsibly in market based economy.

### **Validity**

Experts in test and measurement from the Federal College of Education Zaria's Department of Economics, School of Vocational and Technical Education, and School of Education were given draft copies of the structured questionnaire to confirm the instrument's validity. This is to verify the instrument's face and content correctness. The kind of validity known as content validity indicates how much of the objectives and research questions are covered in the questionnaire. The experts' recommendations and input were taken into consideration, and the appropriate adjustments were made. This led to the instrument's official validation.

### **Reliability**

Through a pilot study in which the researchers presented the questionnaires twice to the same group after a two-week gap, the Cronbach alpha analysis was utilized to assess the instrument's reliability, yielding a reliability coefficient of 0.81. The coefficient demonstrated that test results were consistent, allowing the researchers to validate the instrument's dependability.

### **Ethical Approval**

The design of all research procedures adhered strictly to established principles of research ethics. Prior to commencement, all participants were fully informed about the study's objectives and methods, and their informed consent was obtained. Moreover, to safeguard participant privacy, all data acquired during this research are being maintained in an anonymous and confidential manner.

### **Data Collection**

The primary tools chosen for data collection in this study are structured surveys, interviews, and observations. This instrument was chosen as the main technique in this study because it allows a researcher to evaluate the link between the impact of the Business Education program on poverty reduction, profitable employment, and sustainable livelihoods.

### **Data Analysis**

Econometric techniques such as OLS and logistic regression were used to evaluate the data. The aim of considering this econometric tool is that it has the capacity to accommodate both simple and multiple regression variables. It ensures the prediction of probability of choice ranges between 1 or 0. It is more robust and more convenient to compute because it is based on the cumulative ordered logistic probability function. (Gujarati et al., 2009 as cited in Jimoh, Zakari, and Danjeka 2022). The Ordinary Least Square regression was used to examine business education program on gainful

employment among selected tertiary institutions in Kaduna State, While the logit model of econometric analysis was used to test and assess business education program as a strategy for sustainable livelihood and poverty reduction among selected tertiary institutions in Kaduna State.

#### 4. Result and Discussion

##### A prior expectation

For the model, it is expected that, the signs and magnitude of parameters coefficient  $\beta_1, \beta_2, \beta_3, \beta_4, \beta_5, \beta_6$  and  $\beta_7 > 0$  i.e., they are positive implying that the

##### Section 'A' (Econometric results presentations and discussion of Findings)

##### OLS Analysis of business education program on gainful employment among selected Tertiary Institutions in Kaduna State

##### OLS Regression Analysis on Gainful Employment

##### OLS Model

Dependent Variable:  $Z_i = \text{BUS EDUP}$

Included Observation: 310

Variables	Coefficient	Std. Error	Z-Statistic	Prob.
C	-0.861943	0.281254	-3.064647	0.0022
PELRLLL	0.625444	0.279588	2.237023	0.0253
ELTRERSW	0.028149	0.278973	0.100901	0.0496
ASICE	0.437844	0.274878	1.592867	0.0012
PGJCNJS	2.300134	0.277429	8.290894	0.0000
TRIWABS	0.454659	0.456219	0.996580	0.0190
Mc Fadden R-Squared	0.506070			0.000000
			Prob(LR statistic)	
Obs with Dep=0	34			
Obs with Dep=1	276			

The relative shifts in probabilities are measured by the interpretation of the coefficients. At the 5% level of significance, the coefficient of the respondents on the training obtained to deliver recipients with successful learning for lifelong livelihood demonstrates a strong correlation between business education program and gainful employment. We accept H1 with a probability value of 0.0253 and come to the conclusion that there is a strong

variables of interest which are PELRLLL, ELTRERSW, ASICE, PGJCNJS, TRIWABS, EGSPPB, PRSTL, HRPDGS, PERRLERMC, ERSCII, EREISCE and ERSCIDME are expected to have positive impact on gainful employment, sustainable livelihood and poverty alleviation.

##### Data Analysis

Out of the three hundred and fifty (350) questionnaires administered only three hundred and eleven (311) were completed and returned. The tables below present the data evaluation results:

correlation between business education programs and lucrative employment. The fact that the respondents' coefficient on the environment in which recipients are trained is a replica of the environment in which they must work later demonstrates a weak and insignificant link between business education programs and productive employment, at a 5% level of significance. Therefore, we accept H1 with a probability value of 0.0496, which is less than 0.05, and determine that the

link between business education programs and meaningful work is minor but weak.

The coefficient of the respondent on acquisition of skills and ideas acquired for creating employment for oneself and others demonstrates a strong correlation between business education program and gainful employment at a 5% level of significance. With a probability of 0.0012 and a value less than 0.05. As a result, we agree with H1 and draw the conclusion that there is a strong correlation between business education programs and lucrative employment.

The coefficient of the respondent, which identifies graduates who are creators rather than seekers of jobs, at a significance level of 5%, demonstrates a strong and positive correlation between

business education programs and profitable employment. The probability value is 0.0000, which is less than 0.05, so we accept H1 and determine that there is a strong and favorable correlation between business education programs and productive employment.

At a 5% level of significance, the respondent's coefficient on training the recipient on the use of new ideas/methods of advancement in the business sector demonstrates a notable link between the business education program and lucrative job. As a result, we accept H1 with a probability value of 0.0253 and come to the conclusion that there is a strong correlation between business education programs and lucrative jobs.

### **Section 'B' Binary logit Analysis of business education program as a strategy for Sustainable Livelihood and poverty reduction among selected Tertiary Institutions in Kaduna State**

#### **Logit Model on Sustainable Livelihood**

Dependent Variable:  $Z_i = \text{BUS EDUP}$

Method: ML-Binary Logit (Newton-Raphson/Marquardt Steps)

Included Observation 310

Variables	Coefficient	Std. Error	Z-Statistics	Prob.
<b>C</b>	-3.338511	0.757283	-4.408536	0.0000
<b>EGSPPB</b>	0.802171	0.818622	0.979904	0.0271
<b>PRSTL</b>	0.278827	0.671470	0.415248	0.0180
<b>HRPDGS</b>	2.337887	0.682892	3.423510	0.0006
<b>PERRLERMC</b>	1.700977	0.790874	2.150757	0.0315
<b>ERSCII</b>	3.862556	0.682375	5.660462	0.0000
<b>EREISCE</b>	1.147774	0.633487	1.811835	0.0300
<b>PREABS</b>	0.451058	0.594722	0.758434	0.0482
<b>McFadden R-squared</b>	<b>0.653495</b>			
<b>Prob(LR statistic)</b>	<b>0.000000</b>			

The relative variations in the probabilities may be measured by interpreting the coefficients. Because the coefficient of respondents on equipping graduates with the essential skills and potentials that will make recipients perform very well in business (EGSPPB) is significant with a probability value of 0.0271, which is less than 0.05, we accept H1 and draw the conclusion that there is a link between the

Business Education program, sustainable livelihood and Poverty Reduction among recipients of Tertiary institutions in Kaduna State.

The respondent's coefficient on providing the recipient with the skills necessary for entering the labor market (PRSTL) demonstrates a positive and statistically significant association. As a result, we accept the H1, with a probability value of

0.0180, which is less than 0.05, and come to the conclusion that there is a significant link between business education program, sustainable livelihood and poverty alleviation among the selected tertiary education student.

At a 5% level of significance, the coefficient of respondents on the training they received to become producers and distributors of goods and services (HRPDGS) demonstrates a positive and substantial connection between the business education curriculum, sustainable livelihood and poverty reduction. As a result, we accept H1 and come to the conclusion that there is a strong link between business education programs, sustainable livelihood and the skills needed to manufacture and distribute goods and services, with a probability value of 0.0006, which is less than 0.05.

At the 5% level of significance, the coefficient of the respondent on the program's ability to prepare and expose the recipient to a real-life learning experience in order to think, take risks, and manage situations demonstrates a significant relationship between business education programs, sustainable livelihood and poverty reduction. The likelihood value is 0.0315 which is lower than 0.05. As a result, we accept H1 and come to the conclusion that there is a strong link between business education initiatives sustainable livelihood and poverty reduction, with a probability value of 0.0315.

At the 5% level of significance, the respondent's coefficient on providing the recipient with the skills to constantly improve and innovate in their endeavor demonstrates a positive and substantial link between business education programs, sustainable livelihood and poverty reduction. With a probability value of 0.0000, which is less than 0.05. As a result, we agree with H1 and come to

the conclusion that there is a strong correlation between poverty alleviation and business education programs.

At a 5% level of significance, there is a positive and substantial correlation between business education initiatives, sustainable livelihood and poverty reduction, as evidenced by the respondent's coefficient on providing recipients with the economic concepts they need to thrive in a capitalist economy. The likelihood value is 0.0300, which is less than 0.05. Thus, we accept H1 and come to the conclusion that there is a strong correlation between business education programs, sustainable livelihood and poverty alleviation.

At a 5% level of significance, the coefficient of the respondent on the training acquired to equip recipients with the skills necessary to make informed consumer decisions and engage responsibly in a market-based economy reveals a notable but tenuous link between business education programs, sustainable livelihood and poverty reduction. Its probability value is below 0.05, with a value of 0.0482. As a result, we accept H1 and come to the conclusion that there is a strong but not particularly strong link between business education programmes, sustainable livelihood and poverty alleviation.

### **Discussion of Findings**

The aim of this study was to examine Business Education Programme as a Strategy for gainful employment, sustainable livelihood and poverty reduction among Students of Some Selected Tertiary Institution in Kaduna State – Nigeria.

### **The result of the findings in table 2**

The conclusions in Table 1 show a statistically significant correlation at the 5% level between a business education program, gainful employment, and sustainable livelihood, as measured by the coefficient of respondents on the training

they obtained to effectively deliver recipients with lifelong learning for their livelihood. According to (Anyeaeneh & Nkegwu 2015 as cited in Ezeonwurie Olufunke Abiola 2021), business education is a type of education that imparts knowledge and comprehension of the economic, financial, marketing, accounting, management system, and other aspects of business activities. This is assessed by the fact that the Business Education curriculum gets students ready for productive careers and a sustainable way of life.

At a 5% level of significance, the coefficient of the respondents on the environment in which recipients are trained be identical to the environment in which they must work afterward demonstrates an insignificant and weak correlation between business education programs, gainful employment, and sustainable livelihoods. This aligns with (Ekpe 2016 as cited in Ezeonwurie Olufunke Abiola 2021)'s findings, who argues that the programs were not primarily intended to alleviate poverty because they lacked a clearly defined policy framework with adequate guidelines for poverty reduction and are therefore plagued by political instability, interference, policy and macroeconomic dislocations, as well as corruption, political trickery, outright kleptomania, and abhorrent looting. This suggests that the environment in which the receiver is trained and the environment in which the receiver must operate are not connected.

At a 5% level of significance, the coefficient of the respondent on the acquisition of skills and ideas necessary for generating employment for oneself and others demonstrates a strong correlation between business education programs, profitable employment, and a sustainable livelihood. The outcome aligns with the research by (Udo 2014 as cited in Ezeonwurie Olufunke Abiola

2021), who found that business education graduates are able to alleviate poverty and social misconduct among young people by participating in paid employment or starting their own enterprises. With training in accountancy, office management, computers, marketing, and distributive education, these suggest that the person will learn marketable skills, be self-employed, and, most importantly, generate employment by employing labor. They lessen poverty in the community by doing this.

At the five 5% level of significance, there is a strong and favorable correlation between a business education program, gainful employment, and a sustainable livelihood. This is demonstrated by the respondent's coefficient, which indicates that graduates are job creators rather than job seekers. According to the findings of (FGN 2013 as cited in Ezeonwurie Olufunke Abiola 2021) the government should take all necessary steps to ensure that the quality of education at all levels is geared toward the development of functional skills and competencies necessary for self-employment, which will ultimately contribute to poverty reduction in Nigeria. These suggest that recipients receive the necessary training to be successful in their employment, manage their own finances, and run their own enterprises. The acquisition of the skills, competencies, and knowledge that are integrated into the Business Education curriculum, which enables beneficiaries to find lucrative employment, boost productivity, and advance the development of the country, is accomplished in this way.

At a 5% level of significance, the coefficient of the respondent on the training of the recipient on the use of new ideas/ways of advancement in the business sector demonstrates a significant relationship between business education programs, gainful employment, and a



sustainable livelihood. (Udoudum and Usoro's 2013 as cited in Ezeonwurie Olufunke Abiola 2021) primary focus is on the acquisition of proficiency in the office-related skills necessary for success in the business and technological sector, which is consistent with the Osuala findings they cite. The technicalities, knowledge, attitude, and abilities that students will be expected to demonstrate upon finishing their training may be the cause.

### **The result of the findings in table 3**

The findings in Table 3 demonstrate a strong correlation at the 5% level of significance between the coefficients of the respondents on providing graduates with the essential skills and potentials that will enable recipients to excel in business. This is consistent with the conclusions of (Chiadika, Iwendi, Fassasi, and Onianwa 2014 as cited in Ezeonwurie Olufunke Abiola 2021) who found that the Business Education program provides students with the essential business skills since it includes the information, attitudes, and abilities that everyone needs to successfully manage their own business, financial system, and employment prospects. These can be assessed by the fact that Business Education's built-in skill, competency, and knowledge acquisition aids in tackling unemployment and its associated vices, boosting productivity, and speeding up the nation's progress.

On the topic of giving the recipient the essential abilities for entering the labor market (PRSTL), the respondent's coefficient demonstrates a positive and statistically significant correlation at the 5% level of significance. This is in line with (ABEN 2017 as cited in Victoria Olunloyo Olabode & Oluwatunmise Ayo Afolabi 2024)'s argument that Business Education is a key tool for national development because it fosters industrialization through its

entrepreneurship offerings. The reality that Business Education's role in reducing poverty cannot be overstated due to its capacity to provide its students with the skills necessary for self-employment may be attributed to this.

The business education program's positive and significant relationship with poverty reduction at a 5% level of significance is demonstrated by the coefficient of the respondents on the training they received in becoming producers and distributors of goods and services (HRPDGS). This aligns with the findings of (Adesina, as cited in Fasae and Elemure 2008 as cited in Victoria Olunloyo Olabode & Oluwatunmise Ayo Afolabi 2024), who argues that every citizen of that nation must be fully equipped with the skills, knowledge, and aptitude necessary to function and contribute effectively to the development and growth of the goal of manpower production, possess the required knowledge, skill, and attitude for harnessing other resources and bringing them into cooperative relationship, yielding the goods and services provided by the society for the satisfaction of their wants and needs.

At a 5% level of significance, the coefficient of the respondent on the program's capacity to prepare and expose recipients to real-life learning experiences that require them to think, take risks, and manage circumstances demonstrates a significant link between business education programs and poverty reduction. (Chiadiika, Iwendi, Fassasi, and Onianwa 2014 as cited in Ezeonwurie Olufunke Abiola 2021) found that the Business Education curriculum provides students the essential business skills since it covers the knowledge, attitudes, and skills that everyone needs in order to successfully run their own business, financial system, and find profitable employment. The result is consistent with their conclusions.

The positive and statistically significant association between business education programs and poverty alleviation at the 5% level of significance is shown by the coefficient of the respondent on providing the recipient with the skills needed for continuous improvement and innovation in their work. The outcome is consistent with the findings of (Adesina, Fasae and Elemure 2008 as cited in Victoria Olunloyo Olabode & Oluwatunmise Ayo Afolabi 2024), who state that in order for any country to be economically vibrant, each member of that nation must have the necessary skills, knowledge, and aptitude to function and contribute effectively to both the development and the growth of achieving the goal of production of manpower.

The coefficient of the respondent on equipping recipient with economic ideas necessary to survive in a capitalist economy shows a positive and significant relationship between business education program and poverty alleviation at 5% level of significance. This aligns with (Olafare's 2007 as cited in Victoria Olunloyo Olabode & Oluwatunmise Ayo Afolabi 2024) practical approach to describing office technology and management. According to him, it is a curriculum that focuses on preparing people for useful and profitable employment as well as lifelong learning, giving it the potential to effectively empower the population. This empowerment promotes sustainable national development, increases job prospects, improves the quality of life, reduces poverty, and minimizes the likelihood of social ills brought about by unemployment.

At a 5% level of significance, the coefficient of the respondent on the training received to give them the skills to make educated consumer choices and engage responsibly in a market-based economy reveals a substantial but tenuous

connection between business education program and poverty alleviation. This is consistent with (Jubril 2010 as cited in Victoria Olunloyo Olabode & Oluwatunmise Ayo Afolabi 2024), who argued that in our educational system, vocational management and office technology instruction could provide a great opportunity to advance Nigeria's industrialization. The recipients' application of vocational expertise would aid in the growth and creation of more enterprises in the community, which would ultimately contribute to the country's security and progress.

### **5. Conclusion and Recommendations**

Government and other stakeholders in the education sector should emphasize on the practical aspect of business education program in order to help recipients of the program to become productive members of the national workforce who are either self-sufficient or employable in a business or industry.

Government, stakeholder and donor organizations should ensure that teaching and learning environment as well as resources such as funding, internet facility, computers, projector and textbooks are provided to enhance effective delivery and reception that can equip recipient with requisite skills and competence to make informed decision in the environment in which they must work. Government and management of educational institutions should ensure strict compliance in the effective and efficient use of information and communication technology (ICT) in the training and retraining of facilitators and recipients of the program at all levels of education.

Policy makers and professionals in the educational sector should ensure that the program is geared towards producing graduates with requisite skills, aptitude,

knowledge and competencies that are relevant to the 21<sup>st</sup> century and beyond.

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