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Impact of Sustainable Development Goals on Poverty Alleviation: A Study of Minna Metropolis, Niger State

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Abstract

The adoption of the United Nations Sustainable Development Goals (SDGs) framework in 2015 was aimed at addressing a wide range of global issues, including poverty alleviation which Nigeria is not in exception. However, there exists a persistence arise of poverty among people in Nigeria, specifically Minna Metropolis Niger State. This study investigates the impact of Sustainable Development Goals on poverty alleviation in Minna Metropolis Niger State, Nigeria. This study adopted a survey research design, the population used for this study all adult literate in Minna Niger State, the sample size for this study comprised of four hundred and six (406) and convenience sampling technique was used to select the respondents for this study. Questionnaire was utilized as instrument for data collection. Descriptive statistics, correlation coefficient and multiple regression analysis were used to analyze the data with the aid of statistical package for social sciences (SPSS) version 22. The study found that quality education and peace and security all

has positive but insignificant impact on poverty alleviation Minna Metropolis, Niger State. This study conclude that sustainable development goals (quality education and peace and security) does not yield significant result to alleviate poverty in Minna Metropolis Niger State. The study thus recommendation that policymakers in Niger State should focus on curriculum improvement, teacher training, and addressing barriers to education for marginalized groups in order to reduce poverty if not completely eradicate. It also recommends that policymakers in Niger State should have a comprehensive approach to peacebuilding. This includes community engagement, conflict resolution mechanisms, and addressing underlying social inequalities that can perpetuate instability.

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Key words: Alleviation, Development, Education, Goals, Quality, Peace and Security, Poverty, Sustainable

Introduction

Eradicating Poverty in all its form is one of "Sustainable Development Goals (SDGs) with seven targets to achieve result. The seven "outcome targets" include eradication of extreme poverty; reduction of all poverty by half; implementation of social protection systems; ensuring equal rights to ownership, basic services, technology and economic resources; and the building of resilience to environmental, economic and social disasters" (United Nations, 2015). The two targets related to "means of achieving" SDG 1 are mobilization of resources to end poverty; and the establishment of poverty eradication policy frameworks at all levels (United Nations, 2017). Poverty arises from the lack of access to income, social or physical security, absence of voice or protection of human rights and lack of access to justice. Though the common practice is to measure poverty as (living on less than $ 1 a day); illiteracy, ill-health, disability, inequality and environmental degradation are also aspects of being poor. Despite ongoing progress, 10 per cent of the world lives in poverty and struggle to fulfill basic needs such as health, education, and access to water and sanitation (World Bank, 2020).

“Extreme poverty remains high in low-income countries particularly in Nigeria where poverty rate stands at 40.09 percent, representing 82.9 million persons” (Business New, 2020).

Sustainable Development Goals (SDGs) are a set of 17 global goals adopted by the United Nations in 2015 to address various economic, social, and environmental challenges and to achieve sustainable development by 2030. Among these goals, SDG 1 focuses on ending poverty in all its forms everywhere. Within Nigeria which the context of Minna Metropolis in Niger State is not in exceptional. The Sustainable Development Goals provide a comprehensive framework for addressing multi-dimensional poverty issues. SDGs aims to eradicate extreme poverty and reduce poverty in all its forms. By analyzing the implementation and impact of various SDGs in Minna Metropolis, researchers can evaluate their effectiveness in reducing poverty rates and improving the well-being of vulnerable populations. Understanding the linkages between SDGs and poverty alleviation in a specific context like Minna Metropolis has several implications. First, it can help identify the most effective SDGs and strategies for addressing poverty in the region. Second, it can guide policymakers and development practitioners in designing targeted interventions that address the root causes of poverty, such as access to education, healthcare, clean water, and economic opportunities. Examining the impact of SDGs on poverty alleviation is of paramount importance due to the region's socio-economic dynamics. Metropolis, like many other urban areas in developing countries, faces persistent poverty challenges. Factors such as inadequate access to basic services such as quality education, security for peoples and properties, limited employment opportunities, and informal settlements contribute to a cycle of poverty that affects a significant portion of the population (Obiechina et al., 2017).

Quality education s inclusive, leaving no one behind. Equity entails addressing the needs of marginalized groups, including children with disabilities, refugees, and indigenous populations, to ensure they have equal access to educational opportunities. Peace and security are the cornerstones of sustainable development. Fostering peaceful and secure societies requires collective efforts at local, national, and global levels. By addressing conflicts, promoting justice, and building strong

institutions, societies can create an environment conducive to achieving the broader goals of prosperity, well-being, and social progress.

The fundamental objectives of sustainable development goals were aimed at addressing a wide range of global issues, including poverty alleviation. However, there exists a gap in understanding the effectiveness of SDGs in directly impacting poverty reduction in Nigeria specifically, Minna Metropolis, and the specific SDGs that are most influential in shaping poverty dynamics remain unexplored. While there is a growing body of literature on the impact of SDGs on poverty alleviation globally, there is a dearth of empirical research focused on specific localities like Minna Metropolis. Investigating the impact of SDGs on poverty reduction in this particular context can contribute to filling this research gap.

The primary objective of this study is to investigate the impact of Sustainable Development Goals (proxy by quality of education and peace and security) on poverty alleviation in Minna Metropolis, Niger State, Nigeria. Specifically, the study seeks to evaluate the impact quality education on poverty alleviation in Minna Metropolis, Niger State, Nigeria; and to determine the impact of peace and security on poverty alleviation in Minna Metropolis, Niger State, Nigeria. This study answered the following research questions: To what extend does quality education impact poverty alleviation in Minna Metropolis, Niger State, Nigeria? How does peace and security impact poverty alleviation in Minna Metropolis, Niger State, Nigeria? This study therefore, hypothesized that:

HO1: quality education has no significant impact on poverty alleviation in Minna Metropolis, Niger State, Nigeria.

HO2: peace and security has no significant impact on poverty alleviation in Minna Metropolis, Niger State, Nigeria.

Literature Review

Sustainable Development Goals

Weiss (2022), emphasizes that intergenerational equity corresponds to maintaining the planet's natural resources we share with other species and humans, in past, present and future generations". In the words of Barter and Russell (2017), the definition of sustainable development does not refer to saving nature, but to the internalization of strategies, and thus adding new resources to enable economic

growth and prosperity to be shared by all. Sustainable development refers to a series of processes and practices, involving action, and focusing on the improvement of human life, providing a long-term vision to eradicate poverty, reduce inequality, make growth inclusive, and turn production and consumption more sustainable (UNSGHLPS, 2022). sustainable development, combined with humanity's social and political projects development, has promoted efforts to find ways and through them make societies more sustainable (Salas-Zapata et al., 2021). Bañon (2017) defines Sustainable development as a habitual way of acting, and as a consequence, people should avoid destructive effects on environmental, social and economic domains, consistent with a harmonious relationship that promotes a promising life. Sustainable development is a means of sustaining an activity or process ensures that a system works in the long term". "Others understand the idea that, in a future, life will be healthier than in the present (Blewitt, 2018).

Sustainable development "is aims towards economic growth without human-lead damage to the environment, long term view in relation to future generations Includes environmental, economic and social aspects in mutual balance as well as proposes changes in humanity's behaviour and materialized through strategies Involves processes and practices" (UN, 2015). Sustainable development can be conceptualized "as a strategy used in the long term to improve societies' quality of life (wellbeing). This strategy should integrate environmental, social and economic aspects, especially considering environmental limitations, due natural resources access in a continuous and perpetual way. The strategy concept, that is, the act of managing, is elaborated based on sustainability assessments results, and focuses on the negative aspects, recovering or normalizing to the point where the evolutionary process of the system occurs naturally" (UN, 2017).

Quality Education

Quality education is a cornerstone of sustainable development, playing a pivotal role in shaping individuals, societies, and economies. The fourth Sustainable Development Goal (SDG) focuses on ensuring inclusive and equitable education for all, aiming to provide access to lifelong learning opportunities that equip individuals with knowledge, skills, and competencies for personal growth and societal advancement (Dajian, 2019). Quality education begins with ensuring

universal access to education. This includes eliminating barriers such as gender disparities, socio-economic inequalities, and geographical remoteness that can prevent individuals from receiving an education. Quality education is inclusive, leaving no one behind. Equity entails addressing the needs of marginalized groups, including children with disabilities, refugees, and indigenous populations, to ensure they have equal access to educational opportunities. Quality education relies on well-trained and motivated teachers. Professional development, supportive teaching environments, and innovative teaching methods contribute to effective learning outcomes. Education must be relevant to the changing needs of societies and economies (Salas-Zapata, et al., 2021). This involves aligning curricula with real-world challenges, fostering critical thinking, problem-solving, and creativity. education must be relevant to the changing needs of societies and economies. This involves aligning curricula with real-world challenges, fostering critical thinking, problem-solving, and creativity. Schools should provide safe spaces that foster respect, tolerance, and diversity. Creating environments free from violence, bullying, and discrimination is essential for optimal learning (Kamruzzaman, 2021).

Peace and Security

The Sustainable Development Goals (SDGs) represent a universal call to action to address pressing global challenges and create a more equitable and sustainable world by 2030. Peace, Justice, and Strong Institutions acknowledges the vital role that peace, access to justice, and effective governance play in achieving sustainable development (Griggs et al., 2013). Promoting peace, justice and strong institutions is one the SDGs (Dijkstra, 2019). This seeks to prevent conflict, reduce violence, and build peaceful societies. It recognizes the need for countries to work together to achieve lasting peace and stability, both within and between nations. This goal emphasizes the importance of ensuring that all individuals have equal access to justice, regardless of their background or socio-economic status. It encompasses legal representation, fair judicial processes, and protection of human rights (United Nations, 2015). Peaceful and just societies experience reduced violence and crime, leading to improved well-being and mental health among citizens. Access to justice ensures that vulnerable and marginalized populations can seek legal remedies and

assert their rights. Transparent and accountable institutions foster citizen trust in government, promoting participatory democracy and responsive policymaking. is a linchpin for realizing the broader agenda of sustainable development. By promoting peace, justice, and strong institutions, societies can lay the groundwork for lasting well-being, prosperity, and social progress. Achieving this goal requires collaborative efforts from governments, civil society, and international partners to create a world that is secure, just, and equitable for all (Dijkstra, 2019).

Poverty Alleviation

Poverty remains one of the most pressing challenges affecting humanity, undermining well-being, limiting opportunities, and impeding social progress. The pursuit of poverty alleviation is not just a moral imperative but a key element of achieving the Sustainable Development Goals (SDGs) by 2030 (Obiechina et al., 2017). Poverty is a complex and multidimensional phenomenon encompassing not only low income but also limited access to education, healthcare, clean water, and basic services. The World Bank's definition of extreme poverty living on less than $1.90 a day captures just one facet of a broader issue. Poverty alleviation empowers individuals to participate in economic, social, and political processes, fostering inclusivity and democracy (Ajiye, 2017). Poverty alleviation is not only a goal in itself but a means to achieving broader sustainable development. By adopting holistic and context-specific approaches, societies can break the cycle of poverty, empower individuals, and create a more equitable and prosperous world for present and future generations (Adejumo & Adejumo, 2016).

Poverty being a multidimensional in nature entails lack of adequate livelihood assets and failure to achieve basic capabilities in nutrition, health, economic and social life, etc. Oleribe (2016) notes that, there has been the tendency to see poverty as a consequence of deprivation; lack of skills and good health; and social/economic exclusion mechanisms, including lack of access to active involvement in community's life in all its ramifications. This view, thus, essentially opines that, the conceptualized of poverty covers both the primary basic needs (food, clothing, shelter) and the secondary basic needs (economic, social, and cultural rights, liberty, freedom, property rights, access to productive assets and employment, etc) of man, the lack of which lead to a state of want, powerlessness,

helplessness, despair and inability to protect oneself against economic, social, cultural and political discrimination, deprivation and marginalization (Chukwuemeka, 2020).

Poverty alleviation here refers to generalized poverty reduction. In other words, the poverty we talk about includes not only income poverty, but also multidimensional poverty covering education, public health, drinking water and sanitation facilities. Kabari and Nwogo (2021) asserted that several types of poverty may be distinguished depending on such factors as, time or duration (long, short terms or cyclical). Poverty may be widespread throughout a population, but the occurrence itself is limited to direction and distribution (widespread, concentrated individuals) (Omotola, 2020). It can also involve relatively permanent insufficiency of means of securing basic needs. The condition may be to describe the average level of life in a large group in concentrated or relatively large groups in an otherwise prosperous society (Kabari & Nwogo, 2021).

According to Igbuzor (2015), poverty is pervasive where the majority of the population lives at or below income levels sufficient to meet their basic needs, and the available resources even where equally distributed, are barely sufficient to meet the basic needs of the population. Gore in Obeidi (2012) reiterates that pervasive poverty leads to environmental degradation, as people have to eat into the environmental capital stock to survive. When this happens, the productivity of key assets on which livelihood depends is greatly undermined. As observed by Oleribe (2016) with mass poverty there tend to be a general loss of confidence in the constituted authority thereby generating disrespect and rendering government policies ineffective; political apathy among contending forces; and social disillusion concerning what the societal objectives are and people's responsibilities towards the attainment of these objectives.

Empirical Review

Sustainable Development Goals and Poverty Alleviation

Qian-Qian et al. (2022) examined poverty reduction goals within the framework of Post-2015 Development Agenda and the SDGs. It also discusses the relationship between poverty reduction and sustainable development. Poverty reduction and sustainable development are inseparable and poverty reduction is

the premise for sustainable development. It concludes that to end poverty and inequality should continuously be given top priority for the Chinese government, because poverty reduction is China's soft power. Meanwhile, new ways of poverty alleviation should be explored and government should make great efforts to create a new partnership for poverty reduction and development

Mohammed et al. (2021) examined the impact of Sustainable Development Goals (SDGS) on poverty alleviation among rural women and youth in Federal Capital Territory Abuja-Nigeria. The study adopted survey and documentary research design. Both primary and secondary method of data collection was utilized. The finding from the study revealed that SDGs' Empowerment scheme has positive and significant relationship between poverty alleviation among rural Women and Youth in Federal Capital Territory. It also SDGs' soft credit loan has positive and significant relationship between poverty alleviation among rural Women and Youth in Federal Capital Territory. Government should be empowered more women and youth through massive investment in industries and agriculture in order created job and wealth from agro-business and as well sustain food security thereby reducing poverty among rural populace in Federal Capital Territory Abuja. Government should massively invest in rural economic development and there should expansion of credit loan scheme to cover more household in Federal Capital Territory Abuja.

Kabari and Nwogo (2021) examined the impact of SDGs on poverty reduction and rural development in Nigeria (2015-2020). The specific objectives of the study are to examine the prospects of SDGs in Nigeria; to examine the SDGs performance on poverty reduction and rural development in Nigeria; to investigate the challenges affecting SDGs on poverty reduction and rural development in Nigeria; to proffer measures that can strengthen SDGs on poverty reduction and rural development in Nigeria. The study adopted secondary data as a method of data collection and analysis. The findings revealed that SDGs activities have not sufficiently reduced poverty and enhanced rural development in Nigeria. The study concluded that the Nigerian government did not put much effort to meet up SDGs targets as contained in the policy document within the five years of its existence in the country. The study thus recommends that Governments at all tiers

should ensure the proper planning and execution of SDGs programmes and projects to enhance poverty reduction and rural development in Nigeria.

Dajian (2019) assessed impact of global Sustainable Development Goals (SDGs) to sustainability science based on the object-subjectprocess framework. This study provided an analytic framework for sustainability science, named the object-subject-process (OSP) framework for examining the key issues encountered during the theoretical research and policy analysis. This study emphasized that, on the object dimension, sustainable development means to seek for economic and social development within biophysical limits of the earth and the relationship of environment, society, and economy should be containing and complementary rather than parallel and substitute; on the process dimension, sustainable development should adopt both the responsive and proactive strategies for the whole process management which employing pressure-state-response (PRS) model rather than dealing with one part of them; on the subject dimension, sustainable development research should involve the key stakeholders who are kind of collaborate governance rather than separate each other.

Edward and Joanne (2017) evaluated sustainable development goals and the systems approach to sustainability. Study illustrates how each of the 17 SDGs can be characterized as a goal primarily attributed either to the environmental, economic or social system, and as suggested by the systems approach, there may be important tradeoffs in attempting to attain all these goals simultaneously. By adopting standard methods of the theory of choice and welfare under imposed quantities, the study show that is possible to measure the welfare effects of an increase in the indicator level for one SDG by identifying the tradeoffs that occur with achieving another goal. They present a quantitative assessment of current progress and tradeoffs among the 17 SDGs, using a representative indicator for each goal.

Theoretical Framework

Elite Theory

This study is anchored on elite theory. According to Sharma (1977), the elite theory was developed and popularized by Vilfredo Pareto (1848–1923), Gaetano Mosca (1858–1941), and Robert Michels (1876–1936). Elite theory is a theory that

describes the power relationship in contemporary society. The theory asserts that a small clique (minority group) composed of members of the political class and the policymaking network hold the most power in a state and they exert substantial power over policy decisions (Awojobi, 2014). Vergara (2013) posits that the elite is a small powerful group that controls a large amount of power. Awojobi (2014) emphasized the psychological and knowledgeable power that the political elite has obtained and he considers them to be the governing elite. The political elite is a cabinet of people that control the reins of government (Vergara 2013). Elite theory opposes pluralism, a tradition that assumes that all individuals, or at least the multitude of social groups, have equal power and balance each other out in contributing to democratic political outcomes representing the emergent, aggregate will of society. The elite theory argues either that democracy is a utopian folly, as it is traditionally viewed in the conservative Italian tradition, or that democracy is not realizable within capitalism, as is the view of the more Marxist-compatible contemporary elite theory permutation (Gonzalez, 2009). Applying elite theory in this study shows that elites are a few powerful individuals that are in charge of implementing SDGs policies which are meant to enhance poverty reduction and rural development in Nigeria. The masses and the poor for whom the SDGs programmes are meant are not adequately consulted and are not allowed to take an active part in issues that affect them.

Methodology

This study adopted a survey research design. The population for this study comprised of all literate adult youth in Minna Metropolis. Therefore, the population of this study was defined unknown as there is no any reliable and official document to obtained the total population of only literate adult youth in Minna Metropolis. The justification for choosing literate adult youth in Minna Metropolis is based on the fact that they were most suitable peoples to respond to the research instrument. The sample size of 369 was determined for this study using Cochran's (1977) sample size formula. The Cochran (1977) sample size determination formula is stated as $n=Z^2 \times P (1 - P)/C^2$, where: n is the sample size for the study, Z^2 is Z value at 95% confidence interval, C is Margin of error = 5% and P is proportion of the population 0.6. However, ten percent (10%) of the sample size determined (10% of 369 = 37) was added to make a provision for the case of un-responded and/or

un-returned copies of questionnaire and also to increase the sample size as suggested by Singh and Masuku (2014). Therefore, the sample size for this study comprised of four hundred and six (406). And convenience sampling technique was used to select the respondents for this study. The study utilized adapted questionnaire as the instrument for data collection. The questionnaire was adapted from the works of Mohammed et al. (2021) and Kabari and Nwogo (2021). The reliability of the instrument used was accessed using Cronbach alpha. The overall average cronbach alpha of 0.817 was determined. Cronbach alpha value of greater than 0.7 is appropriate (Hair, et al., 2022). Out of four Hundred and Six (406) copies of questionnaire administered, three hundred and seventy-three (373) copies were retrieved, properly filled and the analysis was done with all the three hundred and seventy-three (373) copies of questionnaire. Descriptive statistics, correlation analysis and multiple regression analysis were used to analyze the data gathered for this study.

The Model Used for the Study

$PVA = \beta 0 + \beta 1QED + \beta 2PAS + \varepsilon$. …….

Where:

PVA = Poverty Alleviation, QED = Quality Education, PAJ = Peace and Justice, β0 = Constant, β1- β2 = Regression coefficients and ε = Regression error

multiple regression analysis was used to estimate the equation above.

Measurement of Variables

Table 1: Measurement scale

Variables	Description	Measurement	Source
Poverty Alleviation	dependent variable	Eradication of extreme poverty; Reduction of all poverty by half; Implementation of social protection systems; Ensuring equal rights to ownership, basic services, technology and economic resources; and the building of resilience to environmental, economic and social disasters; mobilization of resources to end poverty; and the establishment of poverty eradication policy frameworks at all levels.	Mohammed et al. (2021); Kabari and Nwogo (2021)
Quality Education	independent variable	Free primary and secondary education; Equal access to quality pre-primary education; Affordable technical, vocational and higher education; Increased number of	Mohammed et al. (2021);

		people with relevant skills for financial success; Elimination of all discrimination in education; Universal literacy and numeracy; Education for sustainable development and global citizenship; Build and upgrade inclusive and safe schools; Expand higher education scholarships for developing countries; and Increase the supply of qualified teachers in developing countries.	Kabari and Nwogo (2021)
Peace and Security	independent variable	Reduce violence; Protect children from abuse, exploitation, trafficking and violence; Promote the rule of law and ensure equal access to justice; Combat organized crime and illicit financial and arms flows, substantially reduce corruption and bribery; Develop effective, accountable and transparent institutions; Ensure responsive, inclusive and representative decision-making; strengthen the participation in global governance; Provide universal legal identity; Ensure public access to information and protect fundamental freedoms; Strengthen national institutions to prevent violence and combat crime and terrorism; Promote and enforce non-discriminatory laws and policies	Mohammed et al. (2021); Kabari and Nwogo (2021)

Source: Author's Computation, 2024

Results and Discussion

Table 2: Descriptive Statistical Table for Dependent and Independent Variables

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
QED	373	1	5	3.036	1.215	-0.121	0.132	-0.954	0.264
PAS	373	1	5	3.219	1.128	-0.142	0.132	-0.902	0.264
PVA	373	1	5	3.411	1.916	-0.318	0.132	-0.424	0.264
Valid N (listwise)	373								

Source: Field survey, 2024

The descriptive statistics table above shows the average scored for quality education (QED), peace security (PAS) and poverty alleviation (PVA) is 3.0363, 3.219 and 3.411 with their corresponding standard deviation values of 1.215, 1.128 and 1.916 respectively. The gap between the mean value and standard deviation value were not much, therefore, indicated the normality of the data. The minimum reach is 1 and the maximum reach is 5 in all the respective cases. The Skewness and Kurtosis values for all respective cases were less than 1, therefore, indicated that data were normally distributed.

Table 3: Correlations Matrix of Independent Variables

		QED	PAS
QED	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	373	
PAS	Pearson Correlation	.198**	1
	Sig. (2-tailed)	0	
	N	373	373

Source: field survey, 2024

The correlation analysis of the variables above depicts the relationship of quality education (QED) and peace and security (PAS). The correlation of the variables is significant since the probability values (0.000) of all the variables are less than 0.05 significance level, it is therefore, revealed that there is a positive significant relationship between the variables. This implies that all the variables move in the same direction.

Regression Result showing the Effect of QED and PAS on PVA

Table 4: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.590[a]	0.424	0.419	0.3657	1.89

a. Predictors: (Constant), QED, PAS

b. Dependent Variable: PVA

Source: field survey, 2024

The table 3 is the model summary that indicates the Regression Coefficient (R) and the Coefficient of Determination (R^2). The Regression Coefficient (R) of 0.590 shows a good positive correlation between the variables, while the Coefficient of Determination (R^2) of 0.424 indicates that about 42% of variation in poverty alleviation in Minna Metropolis, Niger State can be explained by the combined impact of quality education and peace and security. This result has proved that the model is well fitted and useful for the purpose of explaining and predicting the relationship between the combined impact of quality education and peace and security on poverty alleviation in Minna Metropolis, Niger State, Nigeria. The Durbin-Watson value of 1.890 indicates the absence of autocorrelation among the variables.

Table 5: ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	177.75	2	44.438	138.86	.000[b]
	Residual	107.21	370	0.32		
	Total	284.96	372			

a. Dependent Variable: PVA

b. Predictors: (Constant), QED, PAS

Source: field survey, 2024

The table 4 presents the ANOVA results. The results indicate the fitness of the model. The F-statistics value of 138.856 with its corresponding P-value (sig. value) of 0.000 from the table indicates that the model is fit.

Table 6: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	0.988	0.113		8.771	0		
	QED	0.184	0.033	0.244	1.529	0.23	0.579	1.728
	PAS	0.093	0.042	0.114	1.192	0.059	0.415	2.411

a. Dependent Variable: PVA

Source: Field survey, 2024

The table 5 is the Coefficients table from which the regression line is extracted. The regression result with respect to quality education (QED), indicates that quality education has positive but insignificant impact on poverty alleviation in Minna Metropolis Niger State. This decision was arrived at based on the positive B value of 0.184(18%), T value of 1.529 which is less than 1.960 with its correspondence p (sig) value of 0.230 which is greater than 5%. This result has not provided the basis for rejecting the null hypothesis which states that quality education has no significant impact on poverty alleviation in Minna Metropolis Niger State. Therefore, this hypothesis is accepted. This has proved that the relationship between QED and PVA is positive but insignificant at $p < 0.05$.

The regression result with respect to peace and security (PAS), indicates that peace and security has positive but insignificant impact on poverty alleviation in Minna Metropolis Niger State. This decision was arrived at based on the positive B value of 0.093 (9%), T value of 1.192 which is less than 1.960 with its correspondence p (sig) value of 0.059 which is greater than 5%. This result has not provided sufficient ground for rejecting the null hypothesis which states that peace and security has no significant impact on poverty alleviation in Minna Metropolis Niger State. Therefore, this hypothesis is accepted. This has proved that the relationship between PAS and PVA is positive but insignificant at $p < 0.05$.

The Standardized Coefficients (Beta) values of 0.244 and 0.114 for QED and PAS respectively, indicates that QED has more impact on PVA with 0.244 (24.4%) than PAS which has 14% impact on PVA in Minna Metropolis, Niger state. The Variance Inflation Factor (VIF) values of 1.728, and 2.411 indicate that the explanatory variables are not highly correlated. These therefore, show absence of multicollinearity among the independent variables since multicollinearity exists only when the VIF Value is greater than 5 (Hair, et al., 2019).

The findings of this study revealed that quality education (QED) and peace and security (PAS) all has positive but insignificant impact on poverty alleviation (PVA) at 5 percent level of significant in Minna Metropolis, Niger State. This implied that sustainable development goals of quality education and peace and security provided in Minna Metropolis, although is positive but not good enough alleviate or eradicate poverty in the area.

Conclusion and Recommendations

The study investigates the impact of sustainable development goals (measured by quality education and peace and security) in Minna Metropolis Niger State. The study revealed that while quality education and the promotion of peace and security in Minna Metropolis had a positive influence on poverty alleviation, the impact was deemed statistically insignificant. This study conclude that sustainable development goals (quality education and peace and security) does not yield significant result to alleviate poverty in Minna Metropolis Niger State. This indicates that while strides have been made in education and security, further concerted efforts are required to translate these gains into substantial poverty reduction.

Based on the findings and conclusion drawn from this study, the study recommends that:

i. policymakers in Niger State should focus on curriculum improvement, teacher training, and addressing barriers to education for marginalized groups in order to reduce poverty if not completely eradicate.

ii. policymakers in Niger State should have a comprehensive approach to peacebuilding. This includes community engagement, conflict resolution mechanisms, and addressing underlying social inequalities that can perpetuate instability.

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