



Effect of Artificial Intelligence on Entrepreneurial Education and Poverty Reduction among the Graduating Students in Nasarawa State University, Keffi, Nasarawa State

Abdullahi Dauda, Ph.D, Dr. Tukur Isa Keffi, Umar Hannatu

Faculty of Management Sciences, Department of Business Administration, Federal University of Lafia, Nasarawa State

DOI: <https://doi.org/10.47772/IJRISS.2026.1014MG0171>

Received: 05 August 2026; Accepted: 10 August 2026; Published: 25 August 2026

ABSTRACT

The interrelationship between artificial intelligence (AI) and entrepreneurship can't be overemphasized. AI eases the operations of entrepreneurship and also advances the quality of skills amongst the students in tertiary institutions worldwide. The objective of this study is to evaluate the effect of artificial intelligence (AI) on entrepreneurial education and poverty reduction among the graduating students in Nasarawa State University, Keffi, Nasarawa State. The study embraced the survey design. The population of the study was 400 graduating students, both male and female in Nasarawa State University, Keffi, Nasarawa State. A sample size of 199 was drawn for the study using Israel (2009) formula. Data were composed using modified instrument (questionnaire) on previous research connected to artificial intelligence (AI) on entrepreneurial education and poverty reduction in Nigeria. The answers were examined using multiple regression analysis. The first hypothesis tested in null form indicated that artificial intelligence (AI) digital skills has significant effect on entrepreneurship education among the graduating students in Nasarawa State University, Keffi, Nasarawa State. The second hypothesis tested in null form indicated that artificial intelligence (AI) digital skills has significant effect on poverty reduction among the graduating students in Nasarawa State University, Keffi, Nasarawa State. This study would aid the Government of Nigeria to detect gray areas which it could advance on, predominantly the artificial intelligence (AI) digital skills of students in order to upsurge their capability to be employers of labor. This study established that if Government of Nigeria would make effective use of the artificial intelligence (AI) digital skills, it would be able to achieve the overall objective of poverty reduction for the students. This can improve the level of poverty reduction and wealth creation. The study recommends that the Government of Nigeria should accord prominence to artificial intelligence (AI) and entrepreneurial education in the tertiary institutions of learning to augment job creation skills of students leading to self-reliance.

Keywords: Artificial Intelligence, Entrepreneurial education, Digital skills, AI literacy and poverty reductions

INTRODUCTION

Entrepreneurial education has emerged as a vital tool in addressing the multidimensional challenges of poverty in Nigeria. As the country continues to contend with high unemployment rates and socio-economic disparities. Attention has progressively budged towards entrepreneurship as a viable mechanism for self-reliance, economic empowerment, and sustainable development. Entrepreneurial education arms individuals with the knowledge, skills, and attitudes essential to detect and exploit opportunities for self-employment and enterprise creation (Iwu & Nze, 2022). Entrepreneurial education has arose as a noteworthy driver of socio-economic empowerment, specifically amongst youth and relegated communities. It equips individuals with the knowledge, skills, and mindset essential to identify opportunities, create businesses, and contribute to wealth creation (Okoye & Nwaeke, 2023).

Though entrepreneurial education has been proclaimed as a strategic tool to promote self-reliance, foster job creation, and diminish poverty, chiefly by equipping young people with the skills critical to initiate and withstand their own ventures, the efficacy of these efforts have often been inadequate. Numerous of the programs remain

overly theoretical and deficiency in practical, hands on apparatuses, consequential in graduates who are inadequately equipped to start or manage efficacious businesses.

Poverty remains a persistent challenge in Nigeria, with the country graded among the highest globally in terms of the number of people living beneath the poverty line. National Bureau of Statistics (2022) postulated that over 133 million Nigerians are considered multidimensionally poor, suggesting a critical need for innovative strategies to address poverty beyond traditional economic interventions. Despite the employment of numerous poverty mitigation initiatives and economic modifications by succeeding governments in Nigeria, poverty lingers to be a pervasive and deeply rooted challenge distressing a momentous portion of the population. The National Bureau of Statistics (2022) reports that over 63% of Nigerians live in multidimensional poverty, with high rates of youth unemployment and underemployment being major contributing factors.

The field of Artificial intelligence is extensive and multidisciplinary. It embraces natural language processing, which permits computers to interpret and generate human language; computer vision, which permits machines to analyze and respond to visual information; and robotics, where intelligent systems are integrated into physical machines to accomplish tasks with varying degrees of autonomy (Giuggioli & Pellegrini, 2023). Each of these areas contribute to the general objective of making machines more proficient, flexible, and responsive in real-world environments capable of prompting entrepreneurial skills of the students and assist to reduce poverty to the simplest minimum.

The main objective of this study is to evaluate the effect of artificial intelligence (AI) on entrepreneurial education and poverty reduction among the graduating students in Nasarawa State University, Keffi, Nasarawa State. The following research questions were established for the study as follow: (1) to examine the effect of artificial intelligence (AI) digital skills on entrepreneurial education among the graduating students in Nasarawa State University, Keffi, Nasarawa State. (2). To evaluate the effect of artificial intelligence (AI) digital skills on poverty reduction among the graduating students in Nasarawa State University, Keffi, Nasarawa State. Therefore, the following research hypotheses in null form were formulated for this study. Hypothesis one stated that there is no significant relationship between artificial intelligence (AI) digital skills and entrepreneurial education among the graduating students in Nasarawa State University, Keffi, Nasarawa State. The second hypothesis stated that there is no significant relationship between artificial intelligence (AI) digital skills and poverty reduction among the graduating students in Nasarawa State University, Keffi, Nasarawa State.

The study of Chiagozie (2026) used structured questionnaire to solicit for data collection from the respondents of his study. This study used self-administered questionnaire which is more robust, efficient and low cost standardized way to collect data at scale. This is the gap for the study. The paper is grouped in to five sections. These were: introduction; literature review and methodology. Others are findings, conclusion, recommendations and suggestions for further studies.

LITERATURE REVIEW

Obaji and Olugu (2022) opined that entrepreneurial education as a procedure of transforming an individual's orientation and capacity to become self-reliant and to contribute meaningfully to economic development through business creation. They accentuate that effective entrepreneurial education link the gap between theoretical knowledge and practical application by integrating real-world business experiences, mentorship, and access to resources that upkeep enterprise development. The accord among these scholars is that entrepreneurial education play a vital role in developing human capital that drives economic growth, reduces unemployment, and alleviates poverty, predominantly in developing countries like Nigeria. Entrepreneurial education is frequently integrated into tertiary curricula and vocational training programs to address unemployment and stimulate economic growth.

Nabi et al. (2020) refer to entrepreneurial education as a structured learning experiences that advance entrepreneurial attitudes, behaviors, and competencies in students, enabling them to engage in entrepreneurial activities either within existing organizations or through the creation of new ventures. Entrepreneurial education is not just about starting businesses but about fostering creativity, resilience, and innovative thinking that can be applied across multiple spheres of life. Entrepreneurial education transcend business creation, highlighting

competencies such as resilience, adaptability, and opportunity recognition, which are vital for economic participation in dynamic markets.

Artificial intelligence (AI) is extensively understood as a branch of computer science concerned with edifice systems that can accomplish tasks generally allied with human intelligence (Abrokwah-Larbi & Awuku-Larbi, 2024). Rather than simply following rigid instructions, AI driven systems are designed to construe information, learn from it, and respond in ways that look like human reasoning. These capabilities include learning from experience, solving problems, distinguishing patterns, understanding language, and making informed decisions (Ikwuo, *et al.* 2024). In practical terms, AI encompasses developing algorithms and computational models that permit machines to simulate aspects of human thinking and adapt their responses over time.

The field of AI is extensive and multidisciplinary. It contains natural language processing, which enables computers to interpret and engender human language; computer vision, which permits machines to examine and reply to visual information; and robotics, where intelligent systems are integrated into physical machines to accomplish tasks with varying degrees of autonomy (Giuggioli, *et al.* 2023). Each of these parts contributes to the overall objective of making machines more accomplished, flexible, and responsive in real-world environments.

A defining feature of AI is its capability to handle large volumes of data proficiently. Modern organizations engender enormous amounts of information daily, and AI systems are designed to produce and analyze this data at speeds and scales past human capability. By recognizing patterns and relationships within datasets, AI can generate predictions, recommendations, and decisions that support strategic objectives (Chukwuka & Igweh, 2024). For example, AI can spot delicate trends in consumer behavior, predict demand, or detect irregularities that signal potential risks.

Todaro and Smith (2020) refer to poverty reduction as the set of strategies, policies, and actions intended at improving the living conditions of individuals and communities experiencing economic deprivation. Poverty reduction encompasses efforts to upsurge contact to basic needs such as food, shelter, healthcare, education, and economic opportunities, with the goal of exciting individuals and societies out of poverty and fostering inclusive growth. They accentuate that sinking poverty is not only about income growth but also about enhancing human capabilities and ensuring social justice. World Bank (2022) defined poverty reduction as the process of improving the well-being of the poor through contact to resources, inclusive policies, and economic participation. The organization stresses that effective poverty reduction strategies must address multidimensional aspects of poverty, including health, education, and living standards, rather than relying exclusively on income-based metrics.

Sachs (2021) stated that poverty reduction encompasses addressing the deprivation that limits individuals' potential, through multidimensional approaches such as the Human Development Index and Multidimensional Poverty Index. They contended that policies must go beyond monetary interventions to challenge structural inequalities, thereby endorsing sustainable human development. Alkire and Jahan (2018), argued that poverty reduction should be a strategic priority of sustainable development and requires coordinated action across sectors like education, health, infrastructure, and governance. He highlights that without targeting the root causes of inequality and underdevelopment, poverty reduction efforts are probably to be ineffective or unsustainable.

EMPIRICAL REVIEW

Ogunrinade (2024) assessed the effect of entrepreneurship education on poverty alleviation and entrepreneurial intention among graduates of the Centre for Entrepreneurship and Innovation at the University of Ibadan. Adopting a descriptive survey design, they collected data from 200 purposively selected respondents using semi-structured questionnaires. Chi-square analysis revealed a statistically significant positive effect of entrepreneurship education on both entrepreneurial intention and poverty eradication ($p < 0.05$). The study concluded that entrepreneurship education equips students with essential skills and motivation for sustainable business creation, recommending substantial investment in such programs to cultivate a culture of value creation

Adebayo and Okafor (2023) study the role of entrepreneurial educators in poverty alleviation efforts across Vocational Training Centers in Lagos. The study employed a mixed-methods approach involving 320 vocational

trainees and 25 educators selected through stratified random sampling. Using structured questionnaires, focus group discussions, and classroom observations, the researchers found that educator competence in practical entrepreneurship instruction correlated strongly with trainees' subsequent business success rates. The regression analysis revealed that for every 10% improvement in educator quality, trainee income levels increased by 7.3%. While the study demonstrated clear poverty reduction effects, the authors critiqued the short-term nature of most training programs and recommended extended mentorship periods.

Edeole et al. (2023) investigated the role of entrepreneurship skills and innovations in poverty alleviation among undergraduates at Lagos State University. Using a descriptive survey method, they purposively selected 157 engineering students across 200–500 levels, with 135 valid responses analyzed descriptively. Findings indicated that students acquired various entrepreneurial skills, notably time management (55.6%) and financial literacy (51.1%). The study recommended prioritizing entrepreneurship education in tertiary institutions and suggested that the government provide financial incentives for students with viable business proposals.

Igbudu and Chuku-Akwu (2025) conducted a study in the South-South region of Nigeria to assess how institutional curricular actions contribute to poverty alleviation. Employing a descriptive survey design, they targeted educators and administrators across various institutions. Data were collected through structured questionnaires, and analysis revealed that curriculum initiatives focusing on skill acquisition and entrepreneurship significantly aid in reducing poverty levels. The authors recommended continuous curriculum evaluation to ensure responsiveness to the evolving needs of the society.

Oladele and Yusuf (2023) study the impact of vocational curriculum reforms and Youth Employability in Southwest Nigeria. The study employed a quasi-experimental design comparing 600 graduates from schools with revised vocational curricula against traditional programs. Using stratified random sampling across six states, they collected data through employment surveys and income assessments, analyzing results with difference-in-differences estimation. The research revealed that schools implementing practice-oriented curricula produced graduates with 42% higher employment rates and 28% greater monthly earnings. While the findings strongly supported curriculum innovation, the authors critiqued the inadequate teacher training accompanying these changes and recommended comprehensive professional development programs.

Kang (2022) studied artificial intelligence network embedding, entrepreneurial intention, and behavior analysis for college students' rural tourism entrepreneurship. The study adopted a quantitative survey design and utilized artificial neural network and statistical analysis techniques to analyze the data collected from approximately 300 students. The finding revealed that AI network embedding significantly enhanced entrepreneurial intention and entrepreneurial behavior among students. The study recommended that educational institutions should integrate AI-based technologies and digital networking systems into entrepreneurial education to improve students' entrepreneurial mindset and capabilities. However, the study was limited because it focused on rural tourism entrepreneurship students alone, which may reduce the generalizability of the findings across different sectors and population.

Huang, Wang and Lai (2022) studied what drives internet entrepreneurial intention to use technology products? An investigation of technology product imagination disposition, social support and motivation. They employed quantitative survey research design to analyze data using structural equation modeling. The Data was collected from 568 respondents of the study. The result showed that social support, intrinsic motivation and imagination disposition significantly influenced internet entrepreneurial intention. The finding also indicated that individuals with stronger technological imagination and motivation are more likely to develop entrepreneurial intentions in internet-related ventures. The weakness of the study is that, it focused on largely on internet-based entrepreneurship and technology product users, thereby limiting the applicability of the findings to traditional business settings and entrepreneurs outside technology-driven sectors.

Human Capital Theory

Human Capital Theory, originally developed by (Becker, 1964) is used for this study. This theory assumes that investment in education and training augment an individual's productivity and earning potential. Applied to entrepreneurial education, the theory advocates that equipping individuals particularly the poor with entrepreneurial skills and knowledge surges their capacity to create economic value, thus reducing poverty. The

strength of this theory lies in its clear link between education and economic outcomes, which makes it exceedingly pertinent for policy formulation in developing countries. However, its major flaw is that it often assumes equivalent access to educational opportunities and superintends structural barriers such as poor infrastructure, gender disparity, and inadequate access to capital, which may impede the practical realization of acquired knowledge in impoverished settings.

METHODOLOGY

The study adopted survey research design employing the use of primary data. Data for this study was composed using 5-point Likert scale. The use of five point Likert-scale in studies has been advocated by scholars, such as Norman (2010); Shadi *et al.* (2016) and (Boone & Boone, 2012). The suggestion is stressed since it supports to aggregate data and shortens it for analysis purposes. This study used self-administered questionnaire as a technique of data collection in line with (Aliyu, 2020). The questionnaire for the study was modified and designed in line with the objectives of the study. The population of the study consists of 400 graduating students both males and females of Nasarawa State University, Keffi, Nasarawa State. The sample size of the study was 199 graduating students of Nasarawa State University, Keffi, Nasarawa State. The choice of the University was made because it has the highest students' population in the area of study due to proximity to Federal Capital Territory, Abuja.

Cronbach's Alpha reliability method was applied to test for the internal consistency of the items of the study. All the values fall inside the rating of good consistency. The probability sampling technique was used for this study. The probability sampling technique used for this study is in agreement with (Isiaka & Uloko 2020). The choice of this method is made because it provided every distinct graduating students same chance of being selected as the sample object (Sekaran, 2003). Random sampling method was applied to hand-picked the partaking graduating students for this study in line with (Sahnun & Raji, 2018). The sample size of 199 was equitably drawn to replicate the size of the population through Israel (2009) formula. The analyses of the data was done through Statistical Package for Social Sciences (SPSS) 20.0 version. Correspondingly, multiple regression analysis technique was applied in addition to other procedures for the data analysis of this study.

Table 2.1: Reliability of the Instrument

Research Variables	No of Items	Cronbach's alpha
Artificial intelligence (AI) Digital skills on Entp. Edu.	3	0.743
Artificial intelligence (AI) Digital skills on Poverty reduction	3	0.732

Source: SPSS Output, 2026

From Table 2.1, all the items in each variable in the instrument have reliability of 0.7 and above. Thus, Bryman (2008) hypothesized that a coefficient of 0.7 and above is considered satisfactory for internal consistency reliability. Hence, artificial intelligence (AI) Digital skills on entrepreneurial education, 0.743 and artificial intelligence (AI) Digital skills on poverty reduction, 0.732 were acknowledged. Observing from the values of cronbach's alpha in Table 2.1, internal consistency has been established.

Table 2.2: Descriptive Statistics of the Variables for the Study

Research Variables	Mean	Std Deviation
Artificial intelligence (AI) Digital skills.	0.323	0.054
Poverty reduction	0.342	0.056
Entrepreneurial Education	0.233	0.053

Source: Module by the author, 2026.

The Table 2.2 indicated a descriptive statistics of the mean and standard deviation values of variables for this study. The mean average value of artificial intelligence (AI) Digital skills is 0.323 and its standard deviation is 0.054. Also, poverty reduction has a mean average of 0.342 and standard deviation of 0.056. While entrepreneurial education has the mean average of 0.233 with corresponding standard deviation of 0.053. Thus, poverty reduction exhibited the highest mean average of 0.342 and standard deviation of 0.056.

Test of Hypotheses

Hypothesis H₀₁: There is no significant relationship between Artificial intelligence (AI) Digital skills and poverty reduction among the graduating students in Nasarawa State University, Keffi, Nasarawa State. The results of the relationship between artificial intelligence (AI) Digital skills and poverty reduction among the graduating students in Nasarawa State University, Keffi, Nasarawa State was exhibited in Table 2.3.

Table 2.3: Summary of Results for the Test of Hypothesis (H₀₁)

Variable	Coefficient	t-statistic	Probability
Constant	1.06E+11	2.123	0.043
Artificial intelligence Digital skills and poverty reduction	0.213	0.28	0
R ²	0.78		
Adj. R ²	0.86		
F-Statistic	0.89		
F-Statistic(Prob.)	0		
Durbin-Watson	2.121		

Source: SPSS Output 20.0, 2026.

The Table 2.3 portrayed the output of the result of multiple regression conducted for the study. The coefficient of the determination for the study r-squared is 0.78 i.e. 78% while its adjusted r-squared is 0.86 i.e 86%. This shows that the level of the relationship that exist between artificial intelligence (AI) Digital skills and poverty reduction among the graduating students in Nasarawa State University, Keffi, Nasarawa State was accounted up to 78%. The remaining 22% is referred to other factors not captured by the model. Durbin-Watson statistic of 2.121 showed that there is no autocorrelation in the regression model of the study. The F-Statistic of the model is presented as 0.89 with t-statistic value of 0.280 for the study.

Hypothesis one stated that there is no significant relationship between artificial intelligence (AI) Digital skills and poverty reduction among the graduating students in Nasarawa State University, Keffi, Nasarawa State. Thus, the coefficient of b₁ stood at 0.213 demonstrating a positive relationship between artificial intelligence (AI) Digital skills and poverty reduction among the graduating students in Nasarawa State University, Keffi, Nasarawa State. At 0.05% level of significance, the result exhibited a statistically significant relationship between artificial intelligence (AI) Digital skills and poverty reduction among the graduating students in Nasarawa State University, Keffi, Nasarawa State. Since the p-value of 0.000 is less than 0.05% level of significance, we rejected the null hypothesis and agreed that there is adequate sign to support a significant relationship between artificial intelligence (AI) Digital skills and poverty reduction among the graduating students in Nasarawa State University, Keffi, Nasarawa State. We then resolved that the model is fit.

Hypothesis H₀₂: There is no significant relationship between Artificial intelligence (AI) Digital skills and entrepreneurial education among the graduating students in Nasarawa State University, Keffi, Nasarawa State. The results of the relationship between artificial intelligence (AI) Digital skills and entrepreneurial education among the graduating students in Nasarawa State University, Keffi, Nasarawa State was stated in Table 2.4.

Table 2.4: Summary of Results for the Test of Hypothesis (H0₂)

Variable	Coefficient	t-statistic	Probability
Constant	1.037E11	2.134	0.042
Artificial intelligence (AI) Digital skills and Entrepreneurial Education	0.218	0.284	0.002
R ²	0.76		
Adj. R ²	0.72		
F-Statistic	0.73		
F-Statistic(Prob.)	0.002		
Durbin-Watson	2.132		

Source: SPSS Output 20.0, 2026

The Table 2.4 exhibited the output of the result of multiple regression conducted for the study. The coefficient of the determination for the study r-squared is 0.76 i.e. 76% while its adjusted r-squared is 0.72 i.e 72%. This displayed that the level of the relationship that subsists between artificial intelligence (AI) Digital skills and entrepreneurial education among the graduating students in Nasarawa State University, Keffi, Nasarawa State is accounted up to 76%. The residual 24% was not captured in the model. Durbin-Watson of 2.132 indicated that there is no autocorrelation in the residuals of the regression model of this study. The F-Statistic of the model is given as 0.73 and the t-statistic has the value of 0.284 for the study.

Hypothesis two stated that there is no significant relationship between artificial intelligence (AI) Digital skills and entrepreneurial education among the graduating students in Nasarawa State University, Keffi, Nasarawa State. Therefore, the coefficient of b₁ stood at 0.218 representing a positive relationship between artificial intelligence (AI) Digital skills and entrepreneurial skills among the graduating students in Nasarawa State University, Keffi, Nasarawa State. At 0.05% level of significance, the result presented a statistically significant relationship between artificial intelligence (AI) Digital skills and entrepreneurial education among the graduating students in Nasarawa State University, Keffi, Nasarawa State. Since the p-value of 0.002 is less than 0.05% level of significance, we rejected the null hypothesis and determined that there is sufficient sign to suggest that there is a significant relationship between artificial intelligence (AI) Digital skills and entrepreneurial education among the graduating students in Nasarawa State University, Keffi, Nasarawa State. We therefore accepted that the model is fit.

FINDINGS

The objective of the study is to evaluate the effect of artificial intelligence (AI) Digital skills on entrepreneurial education and poverty reduction among the graduating students in Nasarawa State University, Keffi, Nasarawa State. The descriptive statistics results exhibited the mean average score of 0.323 and standard deviation, 0.054 for artificial intelligence (AI) Digital skills. Likewise, entrepreneurial education depicted the mean average score of 0.233 and standard deviation, 0.053. While poverty reduction showed 0.342 as mean average and 0.056 as the standard deviation for the study. The tested hypothesis one of the study showed that there is a significant relation between artificial intelligence (AI) Digital skills and poverty reduction among the graduating students in Nasarawa State University, Keffi, Nasarawa. Similarly, the tested hypothesis two also exhibited that there is a significant relationship between artificial intelligence (AI) Digital skills and entrepreneurial skills among the graduating students in Nasarawa State University, Keffi, Nasarawa State.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the findings from this study, it is resolved that artificial intelligence (AI) Digital skills has significant effect on the poverty reduction among the graduating students in Nasarawa State University, Keffi, Nasarawa

State. Furthermore, it was also established that artificial intelligence (AI) Digital skills has significant effect on the entrepreneurial skills among the graduating students in Nasararwa State University, Keffi, Nasarawa State. Since the p-values of each of the tested hypotheses of the study is less than 0.05% level of significance.

Recommendations

From the findings of the study, the following recommendations were made:

1. The government should undergo funding the study of artificial intelligence (AI) Digital skills in tertiary institutions of learning to support students to be self-employed in order to diminish the tempo of poverty among the youths in the country. This will have multiplier effect on security issues ravaging the economy nationwide.
2. The teaching of artificial intelligence (AI) Digital skills and entrepreneurial knowledge in the educational institutions will help the graduating students to be innovative and creative. Thus, the government is encouraged to focus its attention on this scenario because independence thinking culture will be developed among the graduating students which will lead to creativity and improvement of the economy.

SUGGESTION FOR FURTHER STUDIES

Further research is encouraged on the study of artificial intelligence (AI) Digital skills in other sectors of the economy, principally, security. This may advance the security architecture of the country to reduce the rampant nature of insecurity of the country.

REFERENCES

1. Abrokwah-Larbi, K., & Awuku-Larbi, Y. (2024). The impact of artificial intelligence in marketing on the performance of business organizations: evidence from SMEs in an emerging economy. *Journal of Entrepreneurship in Emerging Economies*, 16(4), 1090-1117. <https://www.emerald.com/jeec/article/16/4/1090/1238194>
2. Adebayo, M., & Adeoye, A. (2023). Entrepreneurial educators as change agents in Nigerian higher education. *Journal of Entrepreneurship in Africa*, 15(2), 45-62.
3. Aliyu, S. M. (2020). *Determinants of entrepreneurial success among women in North-West Nigeria* (Published Doctoral Thesis). The Department of Business Administration and Entrepreneurship, Bayero University, Kano, Nigeria.
4. Alkire, S., & Jahan, S. (2018). The new global MPI 2018: Aligning with the sustainable development goals. United Nations Development Programme.
5. Becker, G. (1964). Human capital theory. *Iza International Labour Economics*, 3(1), Doi.10.1186/s40172-0014-0012-2.
6. Boone, H. N., & Boone, D. A. (2012). Analyzing likert data. *Journal of Extension*, 50 (2).
7. Bryman, A. (2008) of methods and methodology. Qualitative research in organizations management. *An International Journal*, 3, 159-168.
8. Chiagizie, H. C. (2026). Artificial intelligence and entrepreneurship development in South East, Nigeria. *World Journal of Entrepreneurship Studies (WJEDS)*, 11(2), 71-99. www.iiardjournal.org.online.
9. Chukwuka, E. J., & Igweh, F. K. (2024). Strategic Impact of Artificial Intelligence (AI) on Entrepreneurial Creativity and Management. *International Journal of Business & Entrepreneurship Research*. 14 (11), 33-46. https://unidel.edu.ng/cms/uploads/publications/unidel_pub_1729044672.pdf
10. Edeole, M., Shitu, R. A., Adesanya, O.O., & Adeyemi, O. R. (2023) Entrepreneurship skills and innovations towards poverty alleviation among undergraduates in Lagos University, Lagos, Nigeria. *International Journal of Sustainable Development Research*, 9(3), 51-57.
11. Edeweke, A., Balogun, G., & Paseda, O. (2023). Financial innovation and Bank financial performance: Evidence from Nigerian Deposit money Banks. *Research in Globalization*, 6 (2023), 1-7.

12. Huang, T. C., Wang, Y. J., Lai, H. M. (2022). What drives internet entrepreneurial intention to use technology products? An investigation of technology product imagination disposition, social support and motivation. *Frontier in Psychology*, 13, 1-12. <https://doi.org/10.3389/fpsyg.2022.829256>.
13. Igbudu, S. O. (2025). Analytical and finite element assessment of the structural integrity of lawn mower blade. *International Journal of Research and Scientific Innovation (IJRSI)*, 12(6), 1213-1223.
14. Ikwuo, A. K., Nworie, G. O., & Moedu, V. O. (2024). Implementation of AI-driven automation: A game-changer in accounting research. *International Journal of Financial, Accounting, and Management*, 6(3), 385-398. <https://doi.org/10.35912/ijfam.v6i3.2522>
16. Iwu, C. G., & Nze, F. C. (2022). Enhancing rural youth employment through entrepreneurship education in Nigeria. *International Journal of Educational Development in Africa*, 7(1), 47–61.
17. Isiaka, I. O., Uloko, F., & Yusuf, A. T. (2020). Effects of N-Power scheme on youth empowerment in Anyigba, Dekina Local Government in Kogi State. *Proceedings of the 1st International Conference. Theme: Accounting, Governance, Sustainability and Value Creation*, 958-967.
18. Israel, G. D. (2009). Determining sample size. *Institute of Food and Agricultural Sciences*. Florida: University of Florida.
19. Kang, Z. (2022). Artificial intelligent network embedding, entrepreneurial intention and behavior analysis for college students' rural tourism entrepreneurship. *Frontier in Psychology*, 13, 1-12. <https://doi.org/10.3389/fpsyg.2022.843679>.
20. Nabi, G., Liñán, F., Fayolle, A., Krueger, N., & Walmsley, A. (2020). The impact of entrepreneurship education in higher education: A systematic review and research agenda. *Academy of Management Learning & Education*, 19(1), 1–23.
21. National Bureau of Statistics. (2022). *Nigeria Multidimensional Poverty Index (MPI) Report*. Retrieved from <https://nigerianstat.gov.ng>
22. Norman, G. (2010). Likert scales, levels of measurement and the laws of statistics. *Advances in Health Sciences Education*, 15(5), 625-632.
23. Obaji, N. O., & Olugu, M. U. (2022). Entrepreneurial education and small business development in Nigeria. *African Journal of Economic and Management Studies*, 13(4), 491–509.
24. Ogunrinade, S. (2024). Effect of Entrepreneurship Education on Poverty Alleviation and Entrepreneurial Intention among Graduates of the Centre for Entrepreneurship and Innovation (CeI) University of Ibadan. *Covenant Journal of Entrepreneurship*, 8(2), 12–18.
25. Okoye, L. U., & Nwaeke, C. U. (2023). Entrepreneurship education and youth empowerment in Nigeria: A critical analysis. *Journal of African Business*, 24(1), 132–150.
26. Sachs, J. D. (2021). *The age of sustainable development* (2nd ed.). *Columbia University Press*.
27. Sahnun, L., & Raji, I. A. (2018, July). Work spirituality and organizational commitment of teachers in Nigerian public secondary school. Managing National economic recovery. Faculty of Administration, Nasarawa State University, Keffi, Nasarawa State. *Conference proceedings of the 7th National conference* held July, 2018, 33-317
28. Shadi, H., Seyed, J., Tabibi, Y., & Leila, R. (2016). The Relationship between customer relationship management and patients' loyalty to hospitals. *Global Journal of Health Science*, 8 (3), 654-752. ISSN 1916-9736 E-ISSN 1916-9744.
29. Sekaran, U. (2003). *Research methods for business* (3rd ed.). Heritage publishing services.
30. Todaro, M. P., & Smith, S. C. (2020). *Economic development* (13th ed.). Pearson Education.
31. World Bank. (2022). *Poverty and shared prosperity 2022: Correcting course*.