Effect of Entrepreneurship Education on Poverty Alleviation among Graduates of Ramat Polytechnic Maiduguri

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Abstract
This 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. Therefore, the study recommends that government should encourage the graduates to utilize what they acquire to be self-employed in order to reduce the rate of unemployment in the state, entrepreneurship education should be integrated into the education curriculum and be made effective at all level of education, so that employment generation will be enhance, and also government as a matter of urgency should prioritize the entrepreneurship education activities, giving it devoted practical and visible attention with a view of making it virile and vibrant, focused and productive.

Keywords: Entrepreneurship Education, Poverty Alleviation, Tertiary Institution

Introduction
The emergence of entrepreneurship education has taken an unprecedented growth, because of its unflinching contribution to economic development of this nation. The evolution of entrepreneurship
education as course of studies in tertiary institutions by government is the right step in a right direction. Entrepreneurial businesses have for long been recognized as engines of economic growth and industrialization. Consequently, given the widespread acceptable of the role of entrepreneurship and new firm formation as engine of growth and innovation, several developing countries public policies paying increasing attention to private development (Okpara, 2011).

However, graduates of tertiary education system who reside in countries characterized by high population growth and low level of industrialization are inherently disadvantaged in terms of work prospects, hence their susceptibility to poverty. The defective nature of our educational system, which has colonial heritage, necessitates the introduction of entrepreneurship education. The inclusion of entrepreneurship into the education curriculum is perceived as an essential step towards intimating enrollees on the benefits of entrepreneurship and preparing them for economic opportunities. Thus, entrepreneurship education contributes immensely to the development of an entrepreneurial spirit, rising entrepreneurial self-efficacy, self-employment and risk taking tendencies which is central economic development at the end of their programme in tertiary education.

**Statement of the Problem**

There are multiple reasons that prompted Government to come up with an ideas of entrepreneurship education in various higher institutions of leaning and other research institutions to improve entrepreneurial values and aspirations. The essence of entrepreneurship education is to develop creativity, self-confidence, self-efficacy, analytical potency and opportunity identification (Okpara, 2011). The promotion of entrepreneurship education for economic growth and development has attracted considerable attention of both public and private sectors in more than two (2) decades ago chiefly in most of the less developed nations. It was therefore not surprise that the Federal Government of Nigeria through National Board for Technical Education (NBTE), introduced Entrepreneurship Education (EE), which is aimed at equipping tertiary students with entrepreneurial skills, attitudes and competencies in order to be job creators and not job seekers. This is to improve the economic, technological and industrial development of the nation, as well as to reduce poverty to its minimum.
A major defect in the Nigerian educational system, inclusive of the polytechnics, is its theoretical inclination. For one instance, most Nigerian polytechnics produces graduates who are at best only suited for white collar jobs and have little or no basic skills of any vocational relevance. Naturally, such a situation will lead to high unemployment rate especially among polytechnic graduates (Ejere and Tende, 2012).

Despite the various government policies on the promotion and strengthening of entrepreneurship education in Nigeria, potential graduates’ faces a lot of challenges in acquiring sub loan to establish their own businesses. Though many studies have been carried out on entrepreneurship education and poverty alleviation, such as Chinonye & Oluyomi (2105). Entrepreneurship Education and poverty Alleviation: Impact Analysis of Covenant University. Rufai (2016), carried out a study on impact of entrepreneurship education on social welfare of some local government in Ekiti, Nigeria. Aminu (2013), conducted a study on the effect of entrepreneurship education on poverty alleviation in Northern Nigeria, and Okafor (2013), carried out a study on the effect of entrepreneurship education on students entrepreneurial intention in Enugu State, Nigeria. However, none of these studies looked at the effect of entrepreneurship education on poverty alleviation among Graduates of Ramat polytechnic Maiduguri, Borno State, Nigeria. Thus leave a clear existing gap this work intends to fill.

Objectives of the Study
The main objective of the study is to assess the effect of entrepreneurship education on poverty alleviation among the graduates of Ramat Polytechnic Maiduguri, Borno State. The specific objectives are to;

i. examine the effect of employment generation on poverty alleviation among graduates of Ramat poly Maiduguri,

ii. assess the effect of wealth creation on poverty alleviation among graduates of Ramat poly Maiduguri, and;

Research Questions
This study is guided by the following research questions.

i. What is the effect of employment generation on poverty alleviation among graduates of Ramat poly Maiduguri?
ii. What is the effect of wealth creation on poverty alleviation among graduates of Ramat poly Maiduguri?

Research Hypotheses
The following hypotheses are formulated to serve as a guide to the study.
Ho₁: There is no significant effect of employment generation on poverty alleviation among graduates of Ramat poly Maiduguri.
Ho₂: There is significant effect of wealth creation on poverty alleviation among graduates of Ramat poly Maiduguri.

Conceptual and Theoretical Framework
The concept of poverty alleviation and entrepreneurship education are discussed, and literature were reviewed according to specific objectives in chapter one.

Concept of Poverty
The United Nations Development Report of (2010) defines poverty as pronounced deprivation which encompasses a wide range of issues including hunger, lack of shelter and clothing, lack of access to health care and education and inadequate or lack of access to policy making. Being poor connote lack of access to resources necessary for achieving a descent standard of living. In the same vein, poverty has no precise definition but, in the simplest form, it refers to the inability of an individual to attain the minimum standard of living. It can also be defined as a social condition characterized by inadequate access to basic human needs (food and non-food) to the sustenance of socially acceptable minimum standard of living in a given society (Yusuf, 2001). Some of these basic determinants of well-being include adequate food, shelter, portable water, Health care, education and employment opportunities (Akintola, 2001). The definition of what is meant by „poverty”, how it might be measured and who constitute „the poor” are fiercely contested issues. At the heart of the debate about defining poverty stands the question of whether poverty is largely about material needs or whether it is about a much broader set of needs that permit well-being (or at least a reduction in ill-being). The former position concentrates on the measurement of consumption, usually by using income as a surrogate though this approach has been heavily criticized for its reductionism and bias (Chambers, 2008) it has considerable strengths in terms of creating the
potential quantitatively and analyse changes in the access to different people to their most pressing material needs.

**Causes and Consequences of Poverty**
There is no one cause or determinant of poverty. On the contrary, combination of several complex factors contributed to poverty. They include low or negative economic growth, inappropriate macroeconomic policies, deficiencies in the labour market resulting in limited job growth, low productivity and low wages in the informal sector, and a lag in human resource development (Aminu, 2012). In the same light, Obadan (2007) identified some factors as the causes of poverty among which are inadequate access to employment opportunities, inadequate physical assets, inadequate access to market, destruction of natural resources, lack of power to participate in design of development programs and inadequate access to assistance for living at the margin. On the consequences of poverty, Aku (2007), opined that there is general loss of confidence in a society stricken by poverty and this renders government policies ineffective. Poverty also result in increasing the fragility and vulnerability of members of society to external influences. Furthermore, poverty makes production remain largely subsistence due to lack of capital needed for expansion. Labour becomes intensive and marginal productivity remain low and small amounts for short periods, or to informal, indigenous institutions such as savings clubs and lending networks to borrow enough to purchase food and other basic necessities. These informal networks are frequently successful in tiding the poor over difficult times such as a bad harvest, and they enable poor households to build up savings for investments that can help lift them out of poverty (Adjei, 2010). The poor gets credit through Microcredit and Microfinance products. Below, the researcher reviews literature on microcredit and microfinance.

**Concept of Entrepreneurship**
Worldwide findings over the years have shown that and entrepreneurship education play very important roles on national economic growth and development. The government of Nigeria, like its counterparts, the world wide, has realized the importance of new and existing business enterprises and has over the years formulated various public policies to encourage, support and fund the establishment and development of micro small and medium scale enterprises to alleviate poverty in the country (Itodo, 2011). Evolution of
entrepreneurial education is what gives a developing nation the bases for employment creation, solid based forecasting a middle class and encouragement for the use of low raw materials and technology through imparting to technical skills and innovation (NBTE, 2007).

**Entrepreneurship Education**

The introduction of entrepreneurship education has taken an unprecedented growth because of its unflinching contribution to economic growth and development, however, Bowen (2006), developed an analytical framework known as life cycle approach that explains the entrepreneurial development process. Entrepreneurship is the pursuit of lucrative opportunity by enterprising individual with the hope of making a fortune. It is involves creating new systems, resources, or processes to produce new goods or services at profit, or taking advantage or discovering new markets or entering into a market (Aminu, 2012). Furthermore, entrepreneurship is an undertaking in which an entrepreneur is involve in the task of creating and managing an enterprise for the purpose of making profit. However, the concept of entrepreneurship is that, he alone bears non-insurance risk in his business operations (Aminu, 2012). Therefore, entrepreneurship education did not stop at imparting knowledge alone but ability to teach entrepreneurs skills acquisition in various discipline that an entrepreneurs might need. Entrepreneurship education is made of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. As such, it goes beyond business creation.

According to Emeraton (2008), Entrepreneurship education deals with those attitudes and skills that are necessary for the individual to respond to its environment in the process of conserving, starting and managing a business enterprise. He observed that certain basic attitudes and skills are essential for an individual to respond positively to his environment and explore its potentials. This implies that entrepreneurship education prepares the individual to be properly equipped to acquire saleable skills which could be used to manage his own business or that of other persons.

**Basis for Entrepreneurship Education**

According to Aminu (2012), there are significant effect that prompted entrepreneurship education and career development programmes in Colleges,
Universities, and other research institutions that are established to improved entrepreneurship values and aspirations. The reasons among others include:

i. To develop new techniques and strategies that will minimize or eliminate social problems and challenges that are bound to affect entrepreneurial activities.

ii. To minimize the intensive rate of high entrepreneurial failures in the environment.

iii. To increase individual and organizational performance.

iv. To assessing the environment in order to trace the activities of the competitors.

v. To stimulate entrepreneurial drives and anxiety to establish entrepreneurial ventures.

vi. To exploit information opportunities, knowledge and creativity that will sustain entrepreneurial practices.

**Effect of Entrepreneurship Education on Employment Generation.**

According to Itodo (2011) the introduction of entrepreneurship education is a window of employment opportunities for high percentage of the potential graduates. The employment of people goes a long way in reducing the trend of social vices like prostitution, armed robbery, political, religious and ethnic crises etc. the pronounced social ills in an economy constitute a major threat on the effective growth and development entrepreneurial activities. According to Dobbs (2007), Entrepreneurial activities both in the format and informal sectors employ over 60% of the labor force in Nigeria. More so, 70% to 80% of daily necessities in the country are not high tech product. Nnanna (2005), opine that entrepreneurship education help in the achievement in rural infrastructure, improved living standard of the rural dwellers thereby creating employment utilization of indigenous technology, production of intermediate technology and increase in revenue base of the private individual and government. Similarly, Emiola (2014), comparing large and small firms’ ability to create employment of observed that small firms are relatively better at creation of employment opportunities.

**Effect of Entrepreneurship Education on Wealth creation.**

According to King (2007), assert that, many developing countries, entrepreneurship through small and medium enterprise has been a powerful
engine of economic growth and wealth creation, and is crucial for improving the quality, number and variety of employment opportunity for the poor. Similarly, it has several multiplier effects on the economy, spurs innovation, and fosters investment in people which is a better source of competitive advantage than other natural resources, which can be depleted. Aminu (2012), stated that wealth may change as established firms “destroy” competitors by means of innovation, this leads to increased concentration of wealth since one large firm gains wealth at the expense of another. Only when innovation is accomplished by newly formed independent firms does wealth.

Theoretical Framework
There are so many theories that can explain the study of this nature. Therefore, Everette Hagen’s Theory and John Kunkels Theory will be reviewed for the purpose of this study.

Everette Hagen’s Theory
This theory was postulated in (1962) by Everette Hagen’s the theorist sees entrepreneurs as problem solvers that extol high interest by employing technology and motivation to attain their success and economic development. In the same vein, the contribution of Hagen centered on the psychological explanation and personality for motion that is identified in the process of transition from the tradition to the modern and creative societies in their match for economic growth and development Hange remarked that the historical sequence seems to be authoritarianism, withdrawal of status respect, retreatism, creativity. This seem to have been the sequence of events over a period of some generation in Japan, Columbia, England (where the retreatism was probably less intense), and Russia. His theory explains that personality effects society and society affects personality.
In the same light, it is worthy to conclude that the entrepreneurial problem solving course is all about sourcing for opportunities, pooling together and producing the goods and services for individuals in order to satisfy the needs identified for a given return on the investment.

John Kunkel’s Theory
This theory was developed by John Kunkel in (1977). The theory is rooted to the behavioural approaches to studying entrepreneurship. It is arguments were
based on the principles that social structure plays an important role in shaping entrepreneurial behaviour. He acknowledges that social norms and values that are available in a society or entrepreneurial environment define the types of entrepreneurial skills that are processed by individuals.

Furthermore, Kunkel classified the entrepreneurs as active risk takers because all entrepreneurial ventures are identified with different degrees of risks. In this end, he proposed that government intervention programmes and activities are kindly needed in order to minimize the vagaries of risks and other forms of environmental challenges on entrepreneurial ventures.

However, from the stated theories, John Kunkel theory is most relevant. The theory stated that government intervention on entrepreneurship education and activities in relation to poverty alleviation are keenly needed in order to minimize the vagaries of risk and other forms of economics and environmental challenges. Lastly, the essence of this theory is to encourage the graduates to be self-reliant in Borno State, Nigeria.

**Methodology**

**The Study Area**

The study was carried out in Maiduguri Metropolis, which constitutes Maiduguri Municipal Council and some part of Jere and Mafa Local Government Area in Borno State, Nigeria. The state is located in the North Eastern part of Nigeria, between latitude 10°0N to 13°0N longitude 11°0E and 11°09E. Borno State which has an area of 69,635sqkm and is the largest state in the federation in terms of land mass, located in the north-eastern corner of Nigeria.

**Population of the Study**

The population of this study constitutes one hundred and ninety-eight (198) graduates of Ramat Polytechnic Maiduguri who acquired entrepreneurial education skills in different fields.

**Sample Size and Sampling Techniques**

The sample size for this study would be one hundred and thirty-two (132) respondents to be selected from the study population using Yamani’s formula. Yamani (1967) was used to determine the sample size as presented below:
\[ n = \frac{N}{1+N(e)^2} \]

Where:

\[ n = \text{Sample size} \]
\[ N = \text{Finite population} \]
\[ l = \text{Constant} \]
\[ e = \text{Level of significant (5\%)} \]

\[ n = \frac{198}{1+198(0.05)^2} \]
\[ n = \frac{198}{1+198(0.0025)} \]
\[ n = \frac{198}{1+0.495} \]
\[ n = \frac{198}{1.495} \]
\[ n = 132 \]

For the purpose of this study stratified sampling technique was employed to select four (4) out of eight (8) faculty based on the number of students and simple random sampling was also be used to selected one (1) department from each faculty with a totality of four (4) departments.

Table: 3.3.1 Sample Frame:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Business Admin. &amp; Management</td>
<td>73</td>
<td>49</td>
</tr>
<tr>
<td>2.</td>
<td>Agricultural Technology</td>
<td>45</td>
<td>30</td>
</tr>
<tr>
<td>3.</td>
<td>Computer Engineering</td>
<td>43</td>
<td>29</td>
</tr>
<tr>
<td>4.</td>
<td>Estate Management</td>
<td>37</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>198</strong></td>
<td><strong>132</strong></td>
</tr>
</tbody>
</table>


**Method of Data Collection**

The method of data collection for this study was survey methods, this involve the use of structure questionnaire as an instrument to collect data from the respondents. This enable the researcher to obtain answer to the research questions raise in question one.

**Method of Data Analysis**

The study used descriptive and inferential statistical tools for data analysis. These include simple percentage and use of table presentation. Simple
regression analysis was used to assess the effect of entrepreneurship education on poverty alleviation among graduates of Ramat polytechnic Maiduguri, Borno

**Model Specification**

Simple linear regression was employed to assess the effect of entrepreneurship education and poverty alleviation.

The simple linear regression formula is given thus:

\[ Y = a + b_1 x_1 \]

\( Y \) = dependent variable (poverty alleviation)

\( b \) = slope of the regression line

\( x_i \) = independent variables (employment generation, wealth creation and business opportunities).

**Data Presentation and Analysis**

This study dealt with presentation and interpretation of data. The data obtained from the respondents was presented using frequency distribution table. The researcher distributed one hundred and thirty two (132) questionnaires to the respondents. One hundred and twenty (120) questionnaires were retrieved, while only two (12) questionnaires were missing, as such, one hundred and twenty (120) questionnaires were used for this analysis.

**Data Presentation**

Table 4.1 Effect of entrepreneurship education on employment generation among graduates of Ramat poly Maiduguri

<table>
<thead>
<tr>
<th>S/n</th>
<th>Statements</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>DA</th>
<th>SD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
</tr>
<tr>
<td>1</td>
<td>E.Ed. create job opportunities</td>
<td>89</td>
<td>74.2</td>
<td>29</td>
<td>24.2</td>
<td>1</td>
<td>0.82</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>0.83</td>
<td>0</td>
<td>0.0</td>
<td>120</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>E.Ed. reduce social vices in the society</td>
<td>76</td>
<td>63.3</td>
<td>41</td>
<td>34.2</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>120</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>E.Ed. promote self-employment</td>
<td>101</td>
<td>84.2</td>
<td>17</td>
<td>14.2</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>1.7</td>
<td>2</td>
<td>1.7</td>
<td>120</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>E.Ed. uplift standard of</td>
<td>53</td>
<td>44.2</td>
<td>66</td>
<td>55</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>0.83</td>
<td>0</td>
<td>0.0</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.1.1 which sought to find out the effect of entrepreneurship education on employment generation in Ramat polytechnic, Maiduguri, Borno State, Nigeria. Four (4) questions were raise and analysed, from which the first questions shows that 89(74.2%) of the total respondents strongly agreed that SMEs create job opportunities in the society, 29(24.2%) agreed to that assertion, while only 1(0.83%) of the respondents fail to reach the decision, 1 (0.83%) of the total respondents disagreed, which implies that entrepreneurial education to create job in Borno State. The second question show that 76 (63.3%) of the respondents strongly agreed that SMEs reduce social vices in the society, 41 (34.2%) of the respondents agreed, 3(2.5%) of the respondents fails to make decision. The implication of this study is entrepreneurship education through economic growth and development will leads to the reduction of social vices such as arm rubbers, kidnapping etc. The third question also shows that 101 (84.2%) and 17 (14.2%) of the total respondents strongly agreed and agreed to these assertion, 3 (2.5%) of the respondents undecided that SMEs reduces social vices in the society.

The fourth question of the analysis table shows that 53 (44.2%) and 66 (55%) of the respondents strongly agreed and agreed that entrepreneurial education uplift standard of living in the society, while 1(0.83%) of the respondents disagree with the assertion that entrepreneurship education. uplift the standard of living in the society. The implication is that government agencies promote the activities of entrepreneurship which lead to the increases standard of living of the men and women within the study area.

Table 4.1.2 Effect of entrepreneurship education on wealth creation among graduates of Ramat poly Maiduguri.

<table>
<thead>
<tr>
<th>S/n</th>
<th>Statements</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>DA</th>
<th>SD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>E.Ed. generate wealth in the state</td>
<td>70</td>
<td>49</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>120 100</td>
</tr>
<tr>
<td>11</td>
<td>E.Ed. alleviate poverty in the state</td>
<td>60</td>
<td>58</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>120 100</td>
</tr>
</tbody>
</table>
Table 4.1.2 which sought to find out the effect of entrepreneurship education on wealth creation in Ramat polytechnic, Maiduguri, Borno State, Nigeria. Fourth (4) questions were raised and analysed from which the first question shows that 70 (58.3%) of the total respondents strongly agreed that E.Ed. generate wealth in the state, while 49 (40.8%) of the respondents agreed with this assertion, 1 (0.83%) of the respondents undecided with the statement.

The second question of the analysis revealed that 60 (50%) and 58 (48.3%) of the respondents strongly agreed and agreed that E.Ed. alleviate poverty in the society, while 1(0.83%) and 1(0.83%) of the respondents disagreed and strongly disagreed with the statement which assert that E.Ed. alleviate poverty in the state.

The third question also shows that 57(47.5%) of the respondents strongly agreed while 61(50.8%) of the respondents agreed to the assertion that SMEs increase per capital income in the state. While 1(0.83%) and 1(0.83%) of the respondents disagreed and strongly disagreed that E.Ed. increases per capital income in the society. The implication is that entrepreneurial education promote economic growth and development in Maiduguri, Borno State.

The fourth question shows that 59 (49.2%) and 57(47.5%) of the respondents strongly agreed and agreed that E.Ed. increases value chain in the society, while 2 (1.7%) of the respondents fail to decide on the statement. 1 (0.83%) and 1(0.83%) of the respondents strongly disagreed and disagreed with the assertion. The implication is that entrepreneurship education has greater effect on wealth creation in Bono State, Nigeria.

**Results of Findings**

To achieve the objective of the study, two (2) hypothesis were formulated to address the research problem therefore, data from table 4.4 and 4.5 calculated
hypothesis one (1). Similarly, data from table 4.6 and 4.7 calculated hypothesis two (2). The study used simple linear regression as a tool of analysis at alpha 5% level of significant.

Ho₁: There is no significant effect between entrepreneurship education and employment generation

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R. Square</th>
<th>Adjusted R. Square</th>
<th>Std. Error of Estimate</th>
<th>Durbin Watson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0.9012</td>
<td>0.8246</td>
<td>0.7634</td>
<td>2.7274</td>
<td>2.268</td>
</tr>
</tbody>
</table>

a. Predictors (Constant). Entrepreneurship Education.

Table 4.4 shows a strong correlation between entrepreneurship education and employment generation, with an R – value of 0.9012 which represent 90% and R – square value of 0.8246 which show 82% of the variability in employment generation are explain by entrepreneurship education. It indicates that there is positive correlation between entrepreneurship education and employment generation in the study area.

Table 4.5 Regression Coefficients*

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficient</th>
<th>Standard Coefficient</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std.</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>19.542</td>
<td>1.002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment Generation</td>
<td>.352</td>
<td>.227</td>
<td>.084</td>
<td>1.578</td>
</tr>
</tbody>
</table>

Source: SPSS Version 20.0

Table 4.5 show that standardized beta weight of the r coefficient signifying with a p–value < 0.05 implying that entrepreneurship education has significant effect on employment generation in the study area. Therefore, the null hypothesis which state that entrepreneurship education has not significantly affected by employment generation is not accepted, otherwise rejected.
**Decision:**
Since the $R^2$ value of (0.8246) which represent 82% by which the variables explain the model fits of the data. However, $T$-value of the coefficient of simple linear regression is 1.578. Therefore, the Beta value of coefficient of regression which represent 84% of the coefficient in response to $p$-value of the regression coefficient are all significant at the level of (0.000) which is less than alpha value of (0.05), that is $p<0.005$. This concludes that null hypothesis is rejected and the result shows that there is significant effect between entrepreneurship education and employment generation in the study area.

$H_{02}$: There is no significant effect between entrepreneurship education and wealth creation in the.

Table 4.6 Model Summary
a. Predictors (Constant). Entrepreneurship Education.
b. Dependent Variable. Wealth creation.

Table 4.6 shows a strong correlation between entrepreneurship education and wealth creation, with an $R$–value of 0.8226 which represent 82% and $R^2$ value of 0.7152 which show 71% of the variability in wealth creation are explain by entrepreneurship education. It indicates that there is positive correlation between entrepreneurship education and wealth creation in the study area.

<table>
<thead>
<tr>
<th>Model</th>
<th>$R$</th>
<th>$R^2$</th>
<th>Adjusted $R^2$</th>
<th>$R^2$</th>
<th>Std. Error of the Estimate</th>
<th>Durbin Watson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>.8226</td>
<td>.7152</td>
<td>.6982</td>
<td>2.546</td>
<td>2.174</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.7 Regression Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficient</th>
<th>Standard Coefficient</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>19.692</td>
<td>1.014</td>
<td>19.674</td>
<td>.000</td>
</tr>
<tr>
<td>Wealth Creation</td>
<td>.364</td>
<td>.238</td>
<td>.082</td>
<td>1.525</td>
</tr>
</tbody>
</table>

Source: SPSS Version 20.0

Table 4.7 show that standardized beta weight of the r coefficient signifying with a $p$–value < 0.05 implying that entrepreneurship education has significant effect
on wealth creation in the study area. Therefore, the null hypothesis which state that entrepreneurship education has not significantly affected by wealth creation is not accepted, otherwise rejected.

**Decision:** Since the R-square value of (0.7152) which represent 71% by which the variables explain the model fits of the data. However, T-value of the coefficient of simple linear regression is 1.525. Therefore, the Beta value of coefficient of regression which represent 82% of the coefficient in response to p-value of the regression coefficient are all significant at the level of (0.000) which is less than alpha value of (0.05), that is p<0.05. This concludes that null hypothesis is rejected and the result shows that there is significant effect between entrepreneurship education and wealth creation in the study area.

**Discussion of Findings**
The entrepreneurship education is one of the veritable tools used by government through agencies collaboration to promote potential entrepreneurs with a view of generating employment opportunities, creation of wealth to our new and existing business owners, business opportunities by acquisition of modern technological development through transformation of raw material to our industries by way of acquiring skills, knowledge and ability within the Borno State, and come up with the following findings. One of the finding revealed that, there is a significant relationship between employment generation and entrepreneurship education in the study area. This finding is in agreement with the findings of Benties (2006) that government should assist with funds and also provision of expert advice.

Another finding revealed that, there are significant relationship between wealth creation and entrepreneurship education in Borno State, Nigeria. This finding is also in concurred with the findings of Okocha (2003) which stated that government encourages potential entrepreneurs through the tax holiday as tax policies and incentives toward the promotion of businesses from scratch.

**Summary, Conclusion and Recommendations**

**Summary**
This study examined the effect of entrepreneurship education on poverty alleviation among graduates of Ramat Polytechnic, Maiduguri, Borno State, Nigeria.
First, finding revealed that entrepreneurship education has significant effect on employment generation in terms of promotion of economic growth and development. However, entrepreneurship education make a significant effect on reduction of social vices, promote self-employment within the society and uplift the standard of living of the people in the society.

Secondly, finding also revealed that entrepreneurship education has significant effect on wealth creation in the study area. In the same vein, entrepreneurship education has generate wealth in the society, alleviate poverty to a minimum levels and also increases income level of the business men and women in the society.

In the same light, entrepreneurial education have been fully recognized by government and development experts as focal point and main engine of economic growth in promoting private sector development. The development of the small and medium enterprises sector therefore represents an element in the growth strategy of most economies and holds particular significance in the study area.

Conclusion

Based on the findings of this study, it was concluded that entrepreneurship education contributed significantly to the alleviation of poverty in the study area. This research found out that access to finance or capital is the greatest problem facing entrepreneurship development in Borno State. The greatest or worst problem confronting entrepreneurship education now a days in our tertiary institution in Ramat Polytechnic is lack of potential graduates to utilize what they acquired during the studies. Similarly, government should promote the entrepreneurship education activities which is a sufficient condition for successful entrepreneurial development in the study area.

In the same vein, there are unique problem areas facing entrepreneurship education generally in Maiduguri Metropolis and these include managerial problems, finance/capital, infrastructure, inconsistent government policy and bureaucracy, environmental factors related problems, multiple taxes and levies, access to modern technology. Others are, entrepreneurs do not have a clear vision and division of what they intend to do.
In the same light, there are however, some windows of opportunity which discerning Maiduguri Metropolis, graduates can leverage on and take advantage of to grow. Bank of industry, Nigeria Agricultural Cooperation and Rural Development Banks, Nigeria Import and Export Banks established by the Federal Government of Nigeria to assist and promotes graduates of tertiary institutions especially state owned polytechnic and sisters institutions to harnessed this business opportunities. Currently many graduates of these institutions whose undergone entrepreneurship education in Borno State are already aligned into this opportunities.

**Recommendations**

Based on the findings of this study, the following recommendations were made;

i. The government should encourage the graduates to utilize what they acquire to be self-employed in order to reduce the rate of unemployed in the state.

ii. Entrepreneurship education should be integrated into the education curriculum and be made effective at all level of education, so that employment generation will be enhance.

iii. The government through its agencies should speedily establish Enterprise Development Agency and entrepreneurship development centers in every local government to promote entrepreneurship education.

iv. The government as a matter of urgency, should prioritize the entrepreneurship education activities, giving it devoted practical and visible attention with a view to making it virile and vibrant, focus and productive.

**References**


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