
ENTREPRENEURSHIP EDUCATION AND HUMAN CAPITAL DEVELOPMENT OF STUDENTS IN PUBLIC INSTITUTIONS OF HIGHER LEARNING IN ANAMBRA STATE, NIGERIA

Chinwe Gloria OBANANYA

Department of Entrepreneurship Studies,
Chukwuemeka Odumegwu Ojukwu University
cg.obananya@coou.edu.ng

Prof. ANAH, Stanley Arinze

Department of Business Administration
Chukwuemeka Odumegwu Ojukwu University

Dr. OKEKE, Chidimma Odira

Department of Business Administration
Chukwuemeka Odumegwu Ojukwu University
oc.okeke@coou.edu.ng

ABSTRACT

This study examined the effect of entrepreneurship education on human capital development of students of public institutions of higher learning in Anambra State, Nigeria. The specific objectives of the study were to examine the effect of entrepreneurship curriculum content on the competency of students; to investigate the effect of teaching methods on the productivity of students; and to determine the effect of funding on the empowerment of students in public institutions of higher learning in Anambra state, Nigeria. The study also adopted the descriptive survey design method. The data generated was analyzed using linear regression technique with the aid of Statistical Package for Social Sciences (SPSS) version 23.0. The result indicates that entrepreneurship curriculum content has significant effect on the competency of students. The study also found that teaching methods has significant effect on the productivity of students while funding has significant effect on the empowerment of students in public institutions of higher learning in Anambra state. The study concludes that entrepreneurship education has significant effect on human capital development. The study recommends that university management through its entrepreneurship skill acquisition centers provide and sustain its skill acquisition schemes, by reviewing its activities to accommodate timely consumable needs, and expose their students to a regular skill acquisition programmes where the students must pass through before graduation.

Key Words: Entrepreneurship Education, Human Capital Development

INTRODUCTION

The importance of entrepreneurship education in human capital development cannot be over emphasized. Human capital refers to education, health, on-the-job training and the skills acquired through interaction of people or societies. In more technical term human capital is defined as the aggregation of the innate abilities and the knowledge and skills that individuals acquire and develop throughout their lifetime (Zerihun, 2014). The major reason for human capital development through entrepreneurship education and entrepreneurial knowledge is to help students build confidence in their ability to venture into productive value creation activities (Aboobaker & Renjini, 2020). The role of human capital in the growth process of any nation is very crucial and most business organizations use three types of capital: physical capital (factory, stocks etc.), financial capital (investments), and intellectual capital (Obeidat 2016). Human capital is also seen as a component of intellectual capital. It represents the investments made on humans and encompasses human-related factors like knowledge, skills, experience, sufficiency, business quality, employee relations, emotional intelligence, entrepreneurialism, flexibility, employee loyalty, employee satisfaction, education, and creativity (Adelakun, 2011).

Although investment on humans in many businesses is the most difficult investment to control; the role of human capital is still important in examining the growth rate of a country. It is pertinent to note that universities should play important role in the formulation of evidence-based academic entrepreneurship training programs with specific learning outcomes (Aboobaker & Renjini, 2020). In today's world, the participation of active entrepreneurs is a key to determine the effectiveness of the corporate health of a nation's economy. Entrepreneurs discover and exploit new business opportunities, and these opportunities are guided by intuition (Saiz-Alvarez, Coduras & Cuervo Arango, 2013) and risk control, while motivating social change. Entrepreneurs and capitalists only invest their money in businesses that can yield more profits, while ensuring that decision-makers managing their funds can foster first-order competitive advantages in the research & development, and also innovation of the organization, through enhanced competition (Saiz-Alvarez, 2015). When competition is strong, firms achieve continuous improvements over time, which in turn benefits their stakeholders.

The financing of education is at the heart of the educational crisis in many countries of the world. In Nigeria, there appears to be a perennial crisis of funding and lack of definite structures and strategies in funding of education. The overall vision in the current government aims at making Nigeria, one of the top twenty economies in the world. Given the economic revolution that is going on in the rapid developments in information and communication technology (ICT), it is obvious that any country that wants to be reckoned with in the global arena must be outstandingly advanced in education. This initiative conforms with Arowolo (2011) that the objectives of education in any country represents the country's statement of intentions regarding what aspect of its social, economic and political needs and aspirations can or should be addressed by educational system. A review of the country's past would reveal that the role of education has always been appreciated. In spite of this articulation of objectives, what is equally obvious is that, all the initiatives introduced have been poorly implemented for various reasons, prominent which is unsustainable funding.

Entrepreneurship education is believed to provide students with understanding of concepts of entrepreneurship, train and motivate them to indulge into entrepreneurial activities in future. It is well understood that entrepreneurship has an impact on economic growth (Zou, 2015). Some early researchers argued that entrepreneurs are born not made. It is beyond the capabilities of business schools or universities to teach individuals to become

more enterprising (Lubis, 2014). In general, individuals are reluctant to take entrepreneurial career, since they consider it to be highly uncertain and risky (Petridou, Sarri & Kyrgidou, 2009). However, recent studies show that entrepreneurship can be promoted through entrepreneurship education and training (Okeke & Yong, 2016).

Entrepreneurship education pursues the development of students towards knowledge, skills and motivation to encourage entrepreneurial success in some diverse settings (Helena & Teresa, 2020). Maria and Camelia (2016) posit that entrepreneurship is a valid model in a nation's economy in terms of change, innovation, and initiatives and often associated with economic development (Nabi et al, 2017). However, it is very pertinent to note that the Nigerian economy is overburdened with leadership issues, mal-distribution of resources, high rate of nepotism and favoritism, all these challenges have bedeviled the employment sector of the economy (Dainik, 2015). Similarly, the high rate of youth unemployment in the country has posed a serious issue in the Country (Edoho, 2015), and the need for re-engineering entrepreneurship education in the Nigerian University will help build a better career for youth that forms a reasonable number of the population.

Adekunle and Kayode (2014) opine that some of the inherent challenges of entrepreneurship education can include inadequate trainers or little knowledge of entrepreneurship by the universities' lecturers, inadequate fund for the program by the universities administrators as well as challenges in the area of curriculum development and implementation. During the last three decades' entrepreneurship has globally strengthened its position in higher education and research (Kyro & Ristimaki, 2008). However, Gibb (2005) had argued that a lot of changes have contributed effectively to making the world a place of much greater uncertainty and complexity, one demanding the inclusion of entrepreneurial and enterprising behaviour at all levels be it global, societal, organizational and individual. The urgent need to embrace entrepreneurship is also recognized by politicians, academics and educators in the European Union and beyond.

In line with national policies, universities have successively established entrepreneurship education programs, which are crucial in promoting students' self-employment that improves entrepreneurial competence and enhances entrepreneurial intention. According to the Lv et. al., (2021) the employment survey report of Chinese College Students by the Max Research Institute, shows the rate at which college students were starting businesses six (6) months after graduation was higher in the Pan Yangtze River Delta region than in other regions from 2014 to 2016. Furthermore, college students start businesses more vigorously, which has certain research value. Low human capital development, wherever it occurs, leads to widespread poverty, corruption, inadequate resources, poorly trained labour supplies, wars and other forms of civil strife such as ethnic cleansing, pandemic diseases such as HIV/AIDS and malaria, tribal tensions, and ruinous economic policies have led to problems of such scope and dimension that it is only governments, African and international, that can mobilize the necessary capital to begin to make headway on these enormous issues (Sofoluwe, Shokunbi, Raimi & Ajewole, 2013)

Adekunle and Kayode (2014) further stressed that the future of the Nigerian economy depends on a new generation of entrepreneurs that would have to come up with ideas and resolutions to make them a reality, as well as having the vision to create wealth and jobs. For this to be achieved there is the need for a behavioural and attitudinal change in education sector of Nigeria. Entrepreneurship education is needed in Nigeria economy to further create jobs, reduce unemployment, crime, government's expenditure, poverty, social unrest, create wealth and raise the standard of living in the country. However, in order to make Nigeria the

leading entrepreneurial nation in Africa; there is need to support our entrepreneurs with great vision and insight, by adequately funding entrepreneurship education, and by recognizing the role that entrepreneurs play in creating a subtle, dynamic and growing economy. It is against this background that this study examined the effect of entrepreneurship education on human capital development of students in public higher institutions of learning in Anambra state, Nigeria

Statement of the Problem

The population in Nigeria has been on steady increase and job opportunities are getting leaner and leaner especially for graduates. The implication is that, unemployed graduates without entrepreneurial skills are scattered all over the country, and the need to provide for their basic needs and that of their extended family as the African culture demands can pressure them into immoral acts like theft, cybercrime, banditry just to mention but a few. Additionally, university education in Nigeria has had a tremendous expansion with increasing number of graduates, but then, most of these graduates are unemployed because they do not have the right and required skills to be self-employed or be employed.

The situation of graduate unemployment has resulted in youth restiveness in the form of kidnapping, prostitution, armed robbery, political thuggery and advanced fee fraud. This prompted the Federal Government directive for immediate introduction of entrepreneurship education in all tertiary institutions in the Country, including the Universities for the purpose of inculcating entrepreneurial skills in prospective graduates. A major defect in the Nigerian educational system, inclusive of the universities, is its curriculum content and theoretical inclination. The Nigerian education system had built its curriculum content to capture only ways to passing examinations, instead of preparing students' mindset on how to face the real world after they had acquired their degrees, with practical facts and skills that will augur well for their own contribution into the economy. For one instance, most Nigerian universities produce graduates who are at best only suited for white collar jobs and have little or no basic skills and knowledge of any other vocational relevance (Okeke & Yong, 2016). Naturally, such a situation will lead to high unemployment rate especially among university graduates (Ejere & Tende, 2012). It is against this backdrop that this study sought to examine the effect of entrepreneurship education on human capital development of students in public institutions of higher learning among public university students in Nigeria with particular focus on Anambra state.

Research Questions

The following research questions were formulated to guide the study

1. To what extent does entrepreneurship curriculum content affect the competency of students in public institutions of higher learning in Anambra state, Nigeria?
2. To what degree does teaching methods affect the productivity of students in public institutions of higher learning in Anambra state, Nigeria?
3. To what extent does funding influence the empowerment of students in public institutions of higher learning in Anambra state, Nigeria?

Hypotheses

The following null hypotheses were formulated for the study,

- Ho₁: Entrepreneurship curriculum content has no significant effect on competency of students in public institutions of higher learning in Anambra state, Nigeria.
- Ho₂: Teaching method has no significant effect on productivity of students in public institutions of higher learning in Anambra state, Nigeria.

Ho₃: Funding has no significant effect on empowerment of students in public institutions of higher learning in Anambra state, Nigeria.

LITERATURE REVIEW

Entrepreneurship Education

There is increased number of graduates coming out from various tertiary institutions seeking employment opportunities in Nigeria in recent times. The tertiary institutions are established to develop societies and individuals through development of higher manpower imbued with physical and intellectual skills needed for self-reliance and sustainable national development. The extent to which the tertiary institutions succeed in achieving their educational objectives depend on the type of education given to its citizenry to relevant to them. Education is considered a determinant factor for developing entrepreneurship skills, especially where there is little or no skills. Borroffice (2008) pointed out that, the Federal Government directed all institutions of higher learning in Nigeria to introduce entrepreneurship education as a compulsory course for all students, irrespective of their disciplines. In ensuring proper inculcation of entrepreneurial skills such as creativity, problem solving, time management, communication and leadership skills in graduates towards gaining knowledge, to be able to understand the way the economy and market forces works, the educational system therefore needs to strengthen entrepreneurship education with a rich and appropriate curriculum course content.

Entrepreneurship education is the process of teaching students' entrepreneurial skills and techniques, which involves identifying viable business opportunities and turns them into successful commercial ventures (Matlay, Iacobucci & Micozzi, 2012). Entrepreneurship education plays a key role in cultivating students' intentions towards capacity development (Anwar & Saleem, 2019). Kaya et al. (2019) posited that both entrepreneurial support and self-management-related skill teaching increase the possibility of future entrepreneurial activities, which reinforces the necessity of establishing entrepreneurship education courses in universities. Shirokova, Osiyevskyy, Morris and Bogatyreva (2017) are of the opinion that courses, extracurricular activities, and financial support related to University entrepreneurship have different effects on the propensity of experienced and inexperienced entrepreneurs and that these effects influence each other and are carried out simultaneously. Morris, Shirokova and Tsukanova (2017) stated that Entrepreneurial practice is a very important incentive measure. In the early stage of entrepreneurship, students are in lack of space, resources and funds, etc., so government and schools should provide support, such as setting up venture funds to provide certain financial support for entrepreneurial students, or even providing free space to help students find resources (Zhao & Zhao, 2021). This will increase the success rate of entrepreneurship and make students willing to start business. In addition, professional guidance on entrepreneurship reduces the obstacles for students to start a business, making it easier to start a business.

Human Capital Development

Human capital is one of the most important sources for sustainable development and economic development for a country. The quality of human capital is the determinant of sustainable development and economic growth (Aras & Öztürk, 2017). Human capital development according to Asquith, Opoku-and Owusu (2021) is the investment in the education and training of both the potential and substantial labour population. The quality of human resources of a country besides the stock of material capital and technology determines its level of growth and development. Most of the human capital from developing countries is largely unskilled (Bonga, 2020). Ezebuilo (2019) asserts that Human Development Index

(HDI) is a measure of healthy longevity, literacy, and a worthy/decent living standard. It encompasses life expectancy at birth, mean years of schooling, expected years of schooling, as well as GNI per capita. On the other hand, the Human Flight and Brain Drain Indicator reports the impact of migration on economic development of a country is the higher the index, the greater the human resource movement which is often for economic and political reasons (TGE, 2021). The digitalization of economies made possible by the information age has brought about improvement in human capital of nations (Abdurakhmanova, Shayusupova, Irmatova, & Rustamov, 2020). Migrants could invest in the ICT sector in their home countries to facilitate the development of their countries' residual human assets.

Human capital development is vital to the growth and productivity of the organization. The people that make an organization run are an asset to be invested in. If they can become more productive on an individual level through development, the organization in turn will begin seeing productivity gains (Inwalomhe, 2019). In addition, Kian (2021) emphasized that it is sometimes much more cost-effective to develop the people already employed by the organization than it is to recruit and train new people. Further, employees feel more empowered when their organization invests in them, and they feel better about staying with an organization that shows a promising career path and concern for maximizing employee potential and satisfaction.

Osinbajo (2021) posited that the development can take many forms. It can be done through coaching, continuing education, job training, leadership training, mentoring, personality assessments, psychometric training, workshops and other means. In an economy in which technology plays a leading and dominant role, the rapid evolution and deployment of innovative technologies means that to keep up, students are going to co-evolve, i.e., develop the skills, values and perspectives mastery of these technologies requires. In an age of increasing automation of less skilled jobs and increasing dependency of high-skill careers on rapidly changing technology, workplace niches for static, non-developing employees are all but certain to shrink (Abdurakhmanova et. al., 2020).

Theoretical framework

This study is anchored on human capital entrepreneurship theory. Underlying the human capital entrepreneurship theory are two factors, education and experience (Becker, 1975). The knowledge gained from education and experience represents a resource that is heterogeneously distributed across individuals and in effect central to understanding differences in opportunity identification and exploitation. Empirical studies show that human capital factors are positively related to becoming a successful nascent entrepreneur (Davidson & Honing, 2003), increase opportunity recognition and even entrepreneurial success (Anderson & Miller, 2003).

Human capital theory prescribes education, training and skills acquisition as the mechanism for attaining individuals' efficiency and overall socio-economic development. However, education is the tool for improving human capital, stimulating labour productivity and boosting the levels of technology across the globe. Human capital enhancement through quality education is a critical factor that is responsible for the massive economic growth and development. Hence, education as an investment on human capital improves the status of beneficiaries, create security for trainees and attract money and non-monetary benefits. The theory shows the functionality relationship between need for achievement, economic development and entrepreneurial activities. McClelland (1956), entrepreneurial activity is the potent process by which the need to achievement leads to economic growth.

This theory is relevant to the study because the knowledge gained from education and experience represents a resource that is used by individuals to discover and understand differences in opportunity identification. Nonetheless, Eferakeya and Ifurueze (2016) suggested that resources are valuable, rare, difficult to imitate, and non-substitutable best position that can foster a firm's long-term success. These strategic resources can provide the foundation to develop firm capabilities that can lead to superior performance over time. Resource-based theory also stresses the merit of an old saying: The whole is greater than the sum of its parts. Specifically, it is also important to recognize that overall strategic resources are often created by taking several strategies and resources that each could be copied and bundling them together in a way that is difficult to duplicate.

Empirical Review

Yuxi (2020) conducted a study on the importance of entrepreneurship on human capital development; the objective of the study was to investigate its influence on entrepreneurial intention in deprived areas. The study adopted prevalently applied theories and models that emphasize general relationships. Therefore, this research study draws upon existing literature to create a new entrepreneurial intention model with a particular relevance to deprived areas. By combining both secondary and primary data sources, quantitative data (i.e. a large scale secondary dataset and primary data collected through a survey) has been utilized to examine the existence of relationships in the new model, whilst qualitative data has been utilized to explore deeper possibilities behind them and reveal unexpected phenomena to further enrich comprehension of the relationships relating to entrepreneurship and human capital in deprived areas. The study found local residents' psychological barriers play a more severe and lasting role in hampering their personal, human capital and entrepreneurial development compared to the simple deficiencies in each per se. These findings provide a deeper perspective about underlying local residents' specific demands for the government to consider adjustments to policy.

Aboobaker and Renjin (2020) examined the effect of entrepreneurial training on perceived human capital and entrepreneurial intention of students. In total, 330 final-year students who had undergone a mandatory course on "entrepreneurship and new venture planning" in various disciplines in science, technology and management were randomly selected as sample respondents. A self-administered and structured questionnaire that measured the attitude toward perceived effectiveness of entrepreneurial education and training, perceived human capital and the entrepreneurial intention was used to elicit responses. Results revealed that entrepreneurial training and education are effective in eliciting an important student-level outcome of entrepreneurial intention. Furthermore, the study found that human capital significantly mediates the aforementioned relationship. Based on these findings, it is suggested to further the focus of entrepreneurial training programs conducted in universities and thus foster entrepreneurial outcomes among students.

Wei, Liu and Sha (2019) explored the multiple mediating effects of political skills and entrepreneurial opportunity recognition between perceived entrepreneurship education and innovation. Structural equation was used to analyze data collected from 269 Chinese student entrepreneurs. Results from the study showed that (1) there is a positive relationship between perceptions of entrepreneurship education and perceptions of innovation, (2) political skills and entrepreneurial opportunity recognition individually play a mediating role between perceived entrepreneurship education and innovation, and (3) political skills and entrepreneurial opportunity recognition play a chain mediating effect between perceived entrepreneurship education and innovation.

Charles-Zalakoro, Agih and Kwaghga, (2019) investigated on Entrepreneurial and Functional Education: A Vital Tool for Human Resource Development, using the Human Resource Development and Functional Education as it measures for Human resources development, and adopting the quantitative approach to its analysis. The study found that humans (entrepreneurs) who Possess the needed attribute are the foot soldiers who can do the work in trenches today and lead the troops tomorrow for sustainable human resource development, and recommended that Government should do all it takes to encourage, motivate, build and promote an enabling environment that allows healthy competitiveness, inventiveness, Creativeness and self-reliance for sustainable economic development

Wahab (2019) examined the need for entrepreneurial education as a tool for reducing unemployment rate among secondary school students and the study was carried out in selected secondary schools within Asa L.G.A of Kwara State. The methodology adopted was a mixed analysis of quantitative and qualitative parameters based on the survey design which relied on primary and secondary sources of gathering data, through the use of questionnaires. One hundred and sixty-five (165) questionnaires were administered. The study adopted simple random sampling technique. The data was analyzed and presented using tables and percentages. The findings of this study suggests that there should be a paradigm shift from general education to entrepreneurship education in the present realities for the need to develop entrepreneurial skills, empower Nigerian youths and create business opportunities particularly for secondary school graduates and at the same time ameliorate some socio-economic problems, unemployment and other social vices prevalent among unemployed youths. Therefore, formalized entrepreneurial training can enhance acquisition of relevant skills for self-employment and self-reliant.

Lemun, Robin and Mark (2018) examined the contributions in the field of entrepreneurship education within the Nigerian context, with the aim of understanding the focus and the different research areas covered by researchers in this area, and to make suggestions that can guide scholars in their future research contributions. The study adopted a systematic literature review approach, drawing from a computerized search of five selected databases, using predetermined key words by the researchers. The main finding of this study is that related concepts like skills, intention, drive and attitude have been used in expounding discussions on the outcome of entrepreneurship education, but very little has been written on entrepreneurial mindset, which other studies have suggested is a crucial point in the journey of an entrepreneur.

Ishaya (2018) x-rayed the challenges of entrepreneurship education and the need for technological development in Nigeria. the study which adopted the descriptive survey design method, considered a population of 250 drawn from tertiary institutions in Nigeria, it was concluded that focusing on the development of a skilled workforce and the expansion of human capacities through high quality systems of entrepreneurship education which is fundamental for helping youths and graduates to be self-employed and stop depending solely on white collar jobs. Recommendations were made based on the fact that the Vice Chancellors, Rectors and Provost overseeing the affairs of the universities, polytechnics and colleges of education should invest massively in training of specialists in the field of entrepreneurship educations and the federal government should give more concern to technological advancement to our country through entrepreneurship education.

Anaosike (2018) examined entrepreneurship education as human capital: Implications for youth self-employment and conflict mitigation in Sub-Saharan Africa. Using variables such as Staff training, EE Curriculum, Skill Acquisition Centre, and Interview method. The

study found that the provision of EE at secondary education level could help to facilitate human capital development and assist efforts to curb youth unemployment. Specifically, the study suggests that EE comprises both generic and specific human capital that increases an individual's ability to identify and exploit opportunities, particularly for young people, and in doing so helps to reduce their vulnerability to poverty and involvement in armed conflict.

METHODOLOGY

The study adopted descriptive survey research design. This was adopted because it allows for the collection of data from a sizeable population in a highly economical way. The area of this study covered public institution of higher learning in Anambra state, Nigeria. Most importantly, the unit areas covered in the course of this study was Nsugbe and Igbariam towns in Anambra East local Government, Awka in Awka south local government, Mgbakwu in Awka North local government Oko in Orumba North local government and Umunze in Orumba South local government. The population of this study consisted of two thousand two hundred and fifty seven (2257) students from the 400 level students of the Faculty of Management Sciences (Nnamdi Azikiwe University (NAU) Awka, and Chukwuemeka Odumegwu Ojukwu University, Igbariam), HND II (Federal Polytechnic, Oko, Anambra State) and ND II School of Business Studies (Anambra State Polytechnic, Mgbakwu, Anambra State) and NCE III students of School of Business (Federal Government Technical College Umunze (FGTCU), and Nwafor Orizu College of Education (NOCEN, Nsugbe). The total elements in the population of the study are two thousand two hundred and fifty-seven (2,257). A sample size of 435 was determined using Borg and Gall (1973) formula. Data were sourced using structured questionnaire. The data generated was analyzed using linear regression technique. This was done with the aid of Statistical Package for Social Sciences (SPSS) version 23.0.

RESULT

Linear regression was used to test the linear effect of the independent variable (Entrepreneurship education) on the dependent variable (human capital developments), and this was done using SPSS version 23 as shown in the tables below.

Hypothesis One

H₀₁: Entrepreneurship curriculum content has no significant effect on the competency of students in public institutions of higher learning in Anambra state, Nigeria.

Table 1a **Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.242 ^a	0.747	0.558	.58006	.058	25.997	1	419	.000

a. Predictors: (Constant), Curriculum Content

Table 1a showed the demonstration of the model summary for the variables used in determining the test result. R-value which represents the correlation between the dependent variable (competency) and the independent variable (curriculum content). The model summary figure showed an effective R-value of 0.747^a which is good. However, the R-square (R²) showed the variation for the dependent variable (competency) that was explained by the independent variable (curriculum content). A value greater than 0.5 shows that the model is effective enough to determine the relationship between curriculum content and competency. In this case, the value was obtained at 0.558 which is good. The adjusted R-square (R²) showed the generalization of the results, that is the variation of the sample results from the

population in the linear regression to show the difference between the R-square (0.558) and the adjusted R-square (0.556) which was equated at 0.002. Thus, the value of 0.556 as adjusted is not far off from 0.558, so it is good and effective enough. Therefore, the model summary table is satisfactory to proceed with the ANOVA.

Table 1b ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.735	1	8.735	25.960	.000 ^b
	Residual	140.644	419	.336	25.997	
	Total	149.379	420			

- a. Dependent Variable: Competency
 b. Predictors: (Constant), Curriculum Content

Table 1b showed the ANOVA table which is very relevant for interpreting the results. Hence, the p-value and Sig. value at 95% confidence interval or 5% level of significance. Thus the p-value on the table showed a figure of 0.000 which is less than 0.05, this therefore indicated that the result is significant. However, the F-ratio which represented an improvement in the prediction of the variable by fitting the model after considering any inaccuracy presented in the formulated model. The ANOVA table indicated a value of 25.997 which is greater than 1, which is said to be good. Furthermore, these results estimated that as the p-value of the ANOVA falls within the region of the tolerance level, there becomes a high possibility of accepting or rejecting the null hypothesis in the next analysis which is the determinant of coefficient test.

Table 1c Coefficients^a

	Unstandardized Coefficients		Standardized Coefficients	Sig. T-value	Sig. P-Value	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
Model EC > =C									
(Constant)	3.171	.187		16.965	.000	2.804	3.539		
Entrepreneurship curriculum content has no significant effect on the competency of students of public institutions of higher learning in Anambra state, Nigeria.	.264	.040	.305			.185	.343	1.000	1.000

- a. Dependent Variable: Competency
 b. Independent Variable: Entrepreneurship Curriculum Content

The table 1c showed the strength of relationship between the independent variable (curriculum content) in the model and the magnitude at which it impacts the dependent variable (competency). Thus, this analysis helped in performing the hypothesis testing for this study. Table 4.4.1c above, only one value was deemed vital for interpretation and that which was Sig value. The value if it must be accepted should be below the tolerable level of significance for this study, that is below 0.05 for 95% confidence interval. Based on the significant value, the null hypothesis was rejected or not accepted. However, Table 1c shows a representation of the effect of the independent variable (Entrepreneurship Curriculum) on the dependent variable (Competency). Collinearity model is appropriate for testing the standardized and unstandardized linear coefficient, and observations revealed that there is a significant effect of Entrepreneurship Curriculum Content on Human Capital Development as

revealed in the t-value of = 16.965 and its associated p-value of 0.000, therefore the null hypothesis is rejected. Since the p-value of 0.000 is less than the critical value of 0.05, then, it would be upheld that entrepreneurship curriculum content has a positive significant effect on the competency of students in public institutions of higher learning in Anambra state, Nigeria at 5% level of significance, thus, H_1 is preferred over H_0 .

Hypothesis Two

H_{02} : Teaching method has no significant effect on the productivity of students in public institutions of higher learning in Anambra state, Nigeria.

Table 2a **Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.713 ^a	.508	.506	.66813	.208	110.171	1	419	.000

a. Predictors: (Constant), Teaching Method

Table 2a showed the demonstration of the model summary for the variables used in determining the test result. R-value which represents the correlation between the dependent variable (productivity) and the independent variable (teaching method). The model summary figure showed an effective R-value of 0.713^a which is good. However, the R-square (R^2) showed the variation for the dependent variable (productivity) that was explained by the independent variable (Teaching method). A value greater than 0.5 shows that the model is effective enough to determine the relationship between teaching method and productivity. In this case, the value was obtained at .508 which is good. The adjusted R-square (R^2) showed the generalization of the results, that is the variation of the sample results from the population in the linear regression to show the difference between the R-square (0.508) and the adjusted R-square (0.506) which was equated at 0.002. Thus, the value of 0.506 as adjusted is not far off from 0.508, so it is good and effective enough. Therefore, the model summary table is satisfactory to proceed with the ANOVA, but whereof the values were unsatisfactory, then there will be a need for adjusting the data until the desired results are obtained.

Table 2b **ANOVA^a**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	48.916	1	48.916	110.171	.000 ^b
	Residual	186.596	419	.444		
	Total	235.512	420			

a. Dependent Variable: Productivity

c. Predictors: (Constant), Teaching Method

Table 2b showed the Anova table which is very relevant for interpreting the results. Hence, the P-value and Sig value at 95% confidence interval or 5% level of significance. Thus the p-value on the table showed a figure of 0.000 which is less than 0.05, this therefore indicated that the result is significant. However, the F-ratio represented an improvement in the prediction of the variable by fitting the model after considering any inaccuracy presented in the formulated model. The Anova table indicated a value of 110.171 which is greater than 1 which is said to be good. Furthermore, these results estimated that as the p-value of the ANOVA falls within the region of the tolerance level, there becomes a high possibility of accepting or rejecting the null hypothesis in the next analysis which is the determinant of coefficient test.

Table 2c **Coefficients^a**

	Unstandardized Coefficients		Standardized Coefficients	Sig. T-value	Sig. P-value	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
Model TM=<=P									
1(Constant)									
Teaching method has no significant affect the productivity of students of public institutions of higher learning in Anambra state, Nigeria.	2.692	.246		10.954	.000	2.209	3.175		
	.396	.056	.329			.286	.505	1.000	1.000

- a. Dependent Variable: Productivity
 b. Independent Variable: Teaching Method

The table above showed the strength of relationship between the independent variable (Teaching Method) in the model and the magnitude at which it impacts the dependent variable (Productivity). Thus, this analysis helped in performing the hypothesis testing for this study. Table 4.4.2c above, only one value was deemed vital for interpretation and that which was Sig value. The value if it must be accepted should be below the tolerable level of significance for this study, that is below 0.05 for 95% confidence internal. Based on the significant value the null hypothesis was rejected or not accepted. However, table 2c shows a representation of the effect of the independent variable (Teaching Method) on the dependent variable (Productivity). Collinearity model is appropriate for testing the standardized and unstandardized linear coefficient, and observations from hypothesis 2 revealed that there is a significant effect of Teaching Method on Productivity of students as revealed in the t-value of = 10.954 and its associated p-value of 0.000, therefore the null hypothesis is rejected. Since the P-value of 0.000 is less than the critical value of 0.05, then, it would be upheld that teaching method has a significant positive effect on the productivity of students in public institutions of higher learning in Anambra state, Nigeria at 5% level of significance, thus, H₁ is preferred over H₀.

Hypothesis Three

H₀₃: Funding has no significant effect on the empowerment of students in public institutions of higher learning in Anambra state, Nigeria.

Table 3a **Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.714 ^a	.510	.518	.57005	.100	46.630	1	419	.001

- a. Predictors: (Constant), Funding

Table 3a showed the demonstration of the model summary for the variables used in determining the test result. R-value which represents the correlation between the dependent variable (empowerment) and the independent variable (Funding). The model summary figure showed an effective R-value of 0.714^a which is good. However, the R-square (R²) showed the variation for the dependent variable (Empowerment) that was explained by the independent variable (Funding). A value greater than 0.5 shows that the model is effective enough to determine the relationship between funding and empowerment. In this case, the value was obtained at .510 which is good. The adjusted R-square (R²) showed the

generalization of the results, that is the variation of the sample results from the population in the linear regression to show the difference between the R-square (0.518) and the adjusted R-square (0.510) which was equated at 0.008. Thus, the value of 0.518 as adjusted is not far off from 0.510, so it is good and effective enough. Therefore, the model summary table is satisfactory to proceed with the ANOVA, but whereof the values were unsatisfactory, then there will be a need for adjusting the data until the desired results are obtained.

Table 3b ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.108	1	15.108	46.492	.001 ^b
	Residual	135.832	419	.325	46.630	
	Total	150.940	420	0.324		

a. Dependent Variable: Empowerment

b. Predictors: (Constant), Funding,

Table 3b showed the ANOVA table which is very relevant for interpreting the results. Hence, the p-value and Sig value at 95% confidence interval or 5% level of significance. Thus the p-value on the table showed a figure of 0.001 which is less than 0.05, this therefore indicated that the result is significant. However, the F-ratio represented an improvement in the prediction of the variable by fitting the model after considering any inaccuracy presented in the formulated model. The ANOVA table indicated a F-value of 46.630 which is greater than 1 which is said to be good. Furthermore, these results estimated that as the p-value of the ANOVA falls within the region of the tolerance level, there becomes a high possibility of accepting or rejecting the null hypothesis in the next analysis which is the determinant of coefficient test.

Table 3c Coefficients^a

Model F>=E	Unstandardized Coefficients		Standardized Coefficients	Sig. T-value	Sig. P-value	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1 (Constant)	2.604	.209		12.466	.001	2.193	3.014		
Funding has no significant effect on the empowerment of students of public institutions of higher learning in Anambra state, Nigeria.	.399	.045	.395			.310	.488	1.000	1.000

a. Dependent Variable: Funding

b. Independent Variable: Empowerment

The table above showed the strength of relationship between the independent variable (funding) in the model and the magnitude at which it impacts the dependent variable (empowerment). Thus, this analysis helped in performing the hypothesis testing for this study. In table 3c above, only one value was deemed vital for interpretation and that which was Sig value. The value if it must be accepted should be below the tolerable level of significance for this study, that is below 0.05 for 95% confidence interval. Based on the significant value, the null hypothesis was rejected or not accepted. Table 3c shows a representation of the effect of the independent variable (funding) on the dependent variable (empowerment). Collinearity model is appropriate for testing the standardized and unstandardized linear coefficient, and observations from hypothesis 3 revealed that there is a

positive significant effect of Funding on the Empowerment of students as revealed in the t -value = 12.466 and its associated p -value of 0.001, therefore the null hypothesis is rejected. Since the p -value of 0.001 is less than the critical value of 0.05, then, it would be upheld that funding has a positive significant effect on the empowerment of students in public institutions of higher learning in Anambra state, Nigeria at 5% level of significance, thus, H_1 is preferred over H_0 .

DISCUSSION OF FINDINGS

This study ascertained the connection between entrepreneurship education and human capital development of students in public institutions of higher learning in Anambra state, Nigeria with a focus on Anambra state, Nigeria. The independent variable (Entrepreneurship Education) was measured with curriculum content, teaching method and funding while (Human Capital Development) was measured with competency, productivity and empowerment served as the dependent variable. The study found that entrepreneurship curriculum content has a significant positive effect on competency of students in public institutions of higher learning in Anambra state, Nigeria. The result of this finding conforms with the finding of Idowu and Ifurueze (2016) which revealed that entrepreneurship education curriculum content has a significant positive effect on human capital development when adequately implemented. However, they went forward to state that there is inadequacy of competent lecturers in the University system, else students should have been better thought and adequately guided with the required skills and techniques they need to function effectively in the labour market.

The result also shows that there is a significant influence of teaching method on productivity. The result of this finding expresses that the pattern in which lecturers of public universities implore to teach their student has a great significant effect on how much their student can comprehend what they are thought in their classrooms, and how better they can utilize the knowledge they have gathered over the years in the university. The result also found that there is a significant positive effect of Funding on the Empowerment of students. the result from Hypothesis III conforms with the findings of Olokundun *et al.* (2018) and Idowu and Ifurueze (2016) which deposited that funding is a very energetic and life wire of ensuring the continuity and sustenance of every educational projects and scheme. Thus, they are both of the opinion that adequate funding is basically needed to empower students who form the youth population of the country.

CONCLUSION

This study examined the connective effect of entrepreneurship education on human capital development of students of public institutions of higher learning, with a lead focus in Anambra state, Nigeria. The independent variable (Entrepreneurship Education) was measured with indicators such as curriculum content, teaching method and funding, while the dependent variable (human capital development) was measured with indicators such as competency, productivity and empowerment. While examining the effect of the independent on the dependent variable, the study adopted the linear regression model which was contained in the statistical package for social sciences (SPSS) version 23, IBM to obtain explicit collinearity results that helped the researcher to ascertain the level of effectiveness of the tool used. Sequel to the data interpretation and analysis, data were gathered from a primary source with the use of a likert style questionnaire which was adequately distributed to the concerned sampled population. Finally, the study concluded that there is a significant positive effect of entrepreneurship education on human capital development of students of public institutions of higher learning in Anambra state.

The study recommends that skill acquisition courses like tailoring, shoe making, carpentry, craft and baking should be included into the entrepreneurship curriculum content, and reviewed timely by the Management of Public Universities of Higher learning, under the close supervision of the National Universities Commissions (NUC), so as to ensure that the curriculum content embraces skills which are needed for graduates to be self-employed, and skills that can meet up with the minimum standards and demands for societal development. Also, the teaching method of lecturers in the public universities should be advanced into more practical methods, where students can learn by identifying objects, and continually improved upon. This can be achieved by exposing the Lecturers to online training and also sending them to seminars and workshops where they can acquire advanced teaching knowledge to improve their skills and techniques on the best method to impact the required knowledge on their students.

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