

## **Entrepreneurship Education and Human Capital Development for National Development: The Perception of University Undergraduate Students.**

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### **Abstract**

*This paper empirically examined entrepreneurship education and human capital development for national development. It focused on curriculum implementation, lecturers adequacy and competences, funding and universities faculty authorities emphasis on entrepreneurship education as a core course. Data were collected via structured questionnaires from universities 400 level students. The data were described using the mean criterion while the analysis was done by applying the t-test statistics as the responses were grouped into disagreed and agreed groups. The study found out that entrepreneurship education curriculum was ineffectively implemented; there is inadequacy of competent lecturers; funding is a problem and entrepreneurship education course was not emphasised as a core course in the universities. All of these findings have negative implication on human capital development for the nation. The paper recommends proper overhauling of entrepreneurship education and adequate implementation of entrepreneurship education curriculum; training and re-training of lecturers to update skills and competences, provision of adequate teaching materials and facilities; provision of adequate funding; and entrepreneurship education be made a core course and emphasized by universities' authorities.*

**Key words:** Entrepreneurship education, Human capital development, National development, University students.

### **1.0 Introduction**

National development is about the improvement of all spheres of human endeavour that ultimately ensures sustained welfare for citizens of any society. Basically this is the central concern and preoccupation of many nations in the world. Available literature in development theory has identified entrepreneurship education and human capital development as a cornerstone and driver of socio-economic development. Entrepreneurship education is considered as the factory through which human capital development is created, developed and nurtured through the process of teaching, training, impartation, acquisition, deployment of reasonable and requisite skills, experience and knowledge which when applied productively stimulate socio-economic development, productivity, growth, technological progress, innovation which are groundswell recipes for national development. This is well

acknowledged in development theories. On this perspective Simkovic (2012) contends that development theories have established links between investment in Human Capital Development (HCD), skills, training, economic development, social progress, productivity growth and technological innovation. Drawing from this argument one can infer that sufficient and productive human capital is the bedrock for steady and sustained wealth creation. On this premise, Oluwatobi and Ogunriola (2011) opine that one of the potent factors that enhance the wealth of nations is that of human capital: The better a nation's human capital is, the higher the productivity of capital and national wellbeing.

Given this background, one could understand why the Federal Government of Nigeria over the past years has tenaciously embraced education as an instrument and policy thrust for socio-economic development in her national development plans. This is underscored by the National policy on education, which asserts that education will continue to be highly rated in the national development plans because education is the most important instrument of change, as any fundamental change in the intellectual social outlook of any society has to be preceded by an educational revolution (FGN, 1998). Awopegba (2001) contends that for Nigeria to accelerate her socio-economic development there is the deliberate need to focus attention on human capital development through regular interaction of planners, employers and builders of human capital to facilitate the process of meaningful national development.

In pursuit of this goal, the Federal Government of Nigeria unrelenting in recent times has shown unwavering commitment in educational development occasioned by huge investments in the sector, not only to galvanize it to be operationally effective but to considerably improve the nation's human capital quality and development. These commitments are abundantly evident not only in the federal, state, local governments annual budgets but also through interventions by specialised agencies of government such as Tertiary Education Trust Fund (TETF) and, the private sector through their budgets of huge sums of money for building and funding schools as part of their corporate social responsibility. For instance Micah (2011) reports that from independence in 1960 to date, many schools from primary, secondary to tertiary have been established by government (at local, state and federal levels) and private individuals/organization. This has resulted in the creation of human capital manifested in the form of teeming youths leaving schools especially tertiary institutions to join the labour market each year. Could it be Nigeria is getting its entrepreneurship education wrong?

With the enormous commitment of huge resources in supporting the educational sector and the concerted efforts invested by Nigerian policy-makers directed primarily to develop quality human capital, the country's Human Development Index (HDI) has not fared better. Awopegba (2001) observes that despite the commitment of the Nigerian policy makers to HCD, the performance metrics of the HDI suffered a downward trend, thus leading to poverty, destitution, poor access to education in both the rural and urban areas, high dropout rate and other devastating ills associated with human capital development. The scenario presented here seems to be getting worse since 2001 to date. For instance according to National Bureau of Statistics (2011), the total number of Nigerians estimated to be officially unemployed in the year 2011 is estimated at 14 million as against 12 million in the year 2010; and that majority of those captured as unemployed are youths within the age brackets of 15-24 years and 25-44 years.

Obviously these statistics point to an undeniable fact that these groups of persons constitute the active and energetic segment of the workforce. The deplorable condition is not unconnected with the near absence of Entrepreneurship education or an educational system with less emphasis on entrepreneurship orientation. The unfolding development no doubt made Simkovic (2012) to adduce that unemployment is rampant in Nigeria like other nations because of mismatch between the need of employers and stock of job-specific human capital produced by the educational training institutions. Oluwatobi and Ogunriola (2011) however laments that the impact of huge spending/investment on the level of real output, national productivity, technological progress and economic growth in Nigeria have been largely negative and highly elusive in the public domain.

These sad commentaries clearly present a cause for concern. More worrisome is the quality of tertiary institutions graduates that are bereft of adequate requisite skills and knowledge required to perform in the industries. This was alluded to by a onetime Minister of the Federal government who remarked that most of the Nigerian graduates are not employable. Expressing deep concern about the prevailing education situation in the country and in a bid to find an enduring anti-dote, the Federal government issued an education policy directive through the regulatory /supervising agencies-National Universities (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) mandating management of tertiary institutions in the country to formally introduce entrepreneurship education in their curriculum. The entrepreneurship education was formally introduced into the curricula of tertiary institutions effective from the 2007/2008 academic period (ILO, 2011). Granted, since the implementation of the entrepreneurship education policy by tertiary institutions in Nigeria, the questions that need to be asked are that, has human capital quality improved among graduates and undergraduates of tertiary institutions in the country? What has changed fundamentally? An inquiry is inevitable particularly in a pragmatic assessment from the point of view of beneficiaries of the educational system. Against this backdrop, this paper intends to examine entrepreneurship education and human capital development for national development from the perception of university undergraduate students. The study intends to achieve the following objectives:

- ii. To find out if entrepreneurship education curriculum implementation enhances Human capital development.
- iii. To assess whether teaching of entrepreneurship education improves human capital development.
- iv. To discover whether funding of entrepreneurship education increases human capital development.
- v. To examine whether entrepreneurship education course promotes capital development

### **Hypotheses of the Study**

In pursuant of the objectives, the following hypotheses are stated in Null form to be tested:

- i. Ho<sub>1</sub>: Entrepreneurship education curriculum enhances human capital development
- ii. Ho<sub>2</sub>: Teaching of Entrepreneurship education improves human capital development:
- iii. Ho<sub>3</sub>: Funding of Entrepreneurship education increases human capital development
- iv. Ho<sub>4</sub>: Entrepreneurship education course promotes human capital development

## **2.0 LITERATURE REVIEW**

This section deals with literature review.

### **2.1. Conceptual Review**

#### **Entrepreneurship Education**

Entrepreneurship education connotes different meanings to different persons. It does not have a universal commonly accepted definition. It is defined as the process of providing individuals with the ability to recognize commercial opportunities and the knowledge, skills and attitudes to act on them (Mauchil et al, 2011). From this perspective, Sofoluwe et al (2013), notes that entrepreneurship is one of the ways by which HCD can be enhanced in a country. OECD (2009) describe entrepreneurship as an enterprising human activity in pursuit of the generation of value through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets. Raimi and Towobola (2011) however assert that entrepreneurship education by its nature has been found to precipitate employment generation, assist with the growth of the economy and the overall promotion of sustainable economic growth and development in a number of nations.

In another perspective Etuk and Mbat (2010) aver that entrepreneurship is a process through which individuals and/or government either on their own or jointly exploit available economic opportunities

without being scared by associated risks or inadequate resources under their control. Similarly, Stevenson (1983) describes entrepreneurship as the pursuit of opportunity without regard to resources currently controlled. Entrepreneurship is the act of being an entrepreneur. Relatedly, an Entrepreneur is one who undertakes innovations, finance and business acumen in an effort to transform innovations into economic goods and services (wikipedia, 2012). Entrepreneurship therefore is an essential factor of production and a prime mover in any successful enterprise without which production and expansion of business is impossible. Entrepreneurship therefore, means a science of undertaking tasks with attendant risks and gains, while the entrepreneur is the organizer, innovator, and risks bearer in any business undertaking (Akpan et al, 2012). Therefore, the major goal of entrepreneurship education according to Akudolu (2010) is to promote creativity, innovation and self-employment among the citizens through inculcation of entrepreneurial knowledge, competencies and attitudes in the learner.

### Human Capital Development (HCD)

Human capital development is a concept whose narratives are replete in development literature. Adam Smith was one of the early proponents of HCD. He defines human capital as the acquired and useful abilities of all the inhabitants or members of the society (Smith, 1776). Ceridian UK Ltd (2007) sees human capital as an organization's intangible assets that manifest as competences and commitment of the people within an organization ie their skills, experience, potential and capacity.

Human capital is one of the elements that aid production which has the same status as the physical means of production like the factory plant and production equipment (Becker, 1994). He continued that human capital can be improved by investing massively in education, training and healthcare of a nation's human capital; that outputs of manufacturing establishments depends to a large extent on the efficiency of human capital: While the performance of an organization is inextricably linked to the quality of human capital at its disposal. Drawing from this paradigm, Baker (2006) submits that organizations need to employ quality human capital for the purpose of repositioning their organizations for good performance.

In the above context, Roy (2010), submits that 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 community, that can mobilize the necessary capital to begin to make headway on these enormous issues. Situating Roy submission, given the Human Capital Development Index which measures the average achievement of a country in terms of the welfare and quality of life of people, Nigeria still lag far behind economic and social progress required to impact the well being of average Nigerian, despite her vast resources. For instance, the 2009 United Nations Development Programme Human Development Index Report ranked Nigeria, South Africa and Cameroon at 158th, 129th and 153rd respectively out of 182 countries surveyed. Also, over half of Nigeria's population still live below poverty line (less than one dollar a day) and the economy has remained off track in achieving the Millennium Development Goals (Ajibola,2012).

Ajibola also maintains that it is clear that low human capital development in addition to un-conducive business environment and political challenges constitute the problems confronting the Nigerian economy. He further noted that the problems facing human capital development can be traced to unaffordable cost of education to an average family, the replacement of human capital with technological equipment, lack of effective vocational Training/IT centres and research institutes and low quality of education, inadequate and mismanagement of research funds among others (Ajibola, 2012). Below is the human development index of Nigeria and other selected African countries as presented by United Nations Development Programme (UNDP) (2013).

## Human Development Index (HDI) of Selected African Countries.

Country	2012	2011	2010	2009	2008	2007	2006	2005	2000
Nigeria	0.471	0.467	0.462	0.457	0.453	0.448	0.444	0.434	
Angola	0.508	0.504	0.502	0.484	0.477	0.472	0.415	0.406	0.375
Cote d'Ivoire	0.432	0.426	0.427	0.422	0.417	0.412	0.408	0.406	0.392
South Africa	0.629	0.625	0.621	0.616	0.613	0.609	0.606	0.604	0.622
Sudan	0.414	0.419	0.411	0.408	0.405	0.401	0.396	0.390	0.364
Congo, Democratic Republic	0.304	0.299	0.295	0.289	0.282	0.280	0.262	0.258	0.234
Gabon	0.683	0.679	0.676	0.671	0.667	0.662	0.655	0.653	0.627
Ethiopia	0.396	0.392	0.387	0.376	0.365	0.350	0.333	0.316	0.275
Mozambique	0.327	0.322	0.318	0.312	0.306	0.301	0.291	0.287	0.247
Cameroon	0.495	0.492	0.488	0.482	0.474	0.458	0.456	0.453	0.429

Source: United Nations Development Programme (UNDP), 2013.

## 2.2. THEORETICAL REVIEW

The theories that provide the foundation for entrepreneurship education and human capital development are reviewed here under.

### Human Capital Theory (HCT)

The human capital theory prescribes education, training and skills acquisition as the mechanism for attaining workers' efficiency and overall socio-economic development. Education is the tool for improving human capital, stimulating labour productivity and boosting the levels of technology across the globe (Robert, 1991).

Olaniyan and Okemakende (2008), report that human capital enhancement through quality education is a critical factor that is responsible for the massive economic growth and development in East Africa, Hong Kong, Korea, Singapore and Taiwan. Education as an investment on human capital improves the status of beneficiaries, create security for trainees and attract money and non-monetary benefits (Ayeni, 2003).

### The Need for Achievement Theory (NAT)

The theory shows the functionality relationship between need for achievement, economic development and entrepreneurial activities. According to McClelland (1956), entrepreneurial activity is the potent process by which the need to achievement leads to economic growth. He opine further that one would expect a relatively greater amount of entrepreneurial activities in a society, if the average level of need achievement is relatively high among the people.

### **Risk Taking Theory**

According to Alam and Hossan (2003) this theory sees entrepreneurship as a mental education that stimulates individuals to take moderate or calculated risk for which they stand to enjoy streams of benefits. It makes people taking bigger risks to contend with great responsibilities. The theory underscore that entrepreneurship education improves the ability, capability and potentials of the human capital of a nation to undertake risks for which all stand to benefit immensely (Sofoluwe et al ,2013).

### **2.3. The challenges of Entrepreneurship Education for Human Capital Development in Nigeria**

There seems to be manifold problems confronting entrepreneurship education for human capital development in Nigeria. For instance, Kisunko, Brunetti and Weder (1999) note that, some of the negative feedbacks from self-employed individuals to those still studying in schools, such as problems of multiple taxes, harsh business regulations, inadequate infrastructural facilities for small businesses, high rate of inflation, labour regulations and stringent laws on starting/ running a business have sent wrong signals to undergraduates taking compulsory courses in entrepreneurship education in several tertiary institutions therefore, dampening their interest in entrepreneurship education.

In addition, Kuratko (2003) observes lateness in starting entrepreneurship education in Nigeria as a challenge affecting meeting the goals of the policy. In addition, he also remarked that inadequacy of competent lecturers in the field of entrepreneurship has stifled the growth of entrepreneurship education by not making the course to be practically interesting and goal oriented but rather to be theoretically focused.

Garba (2004) submits that entrepreneurship education in Nigeria is ineffectively implemented hence the difficulty in achieving its goals. In this context, Okebukola (2004) contends that the objectives of entrepreneurship education curriculum like other specialised education have not been translated into practical realities at the implementation stage for the benefits of the learner in Nigeria. This view was also corroborated by Onyeachu (2008).

Again, constraint of access to bank credits, lack of government interest in promoting small businesses, incidences of harassment/extortion by government officials, poor state of infrastructural facilities and poor telecommunication system are some of the unpleasant challenges facing persons who have opted for self-employment after receiving entrepreneurship education/ training in Nigeria (Chu et al, 2008).

Ifedili and Ofoegbu, (2011) in another development, note that absence of standard learning materials/textbooks on entrepreneurship have made students to have no option other than to fall back on scanty hand-outs/training manuals made available by course instructors. They also identify ineffective style of teaching which stresses theoretical writing of business plan in groups of 10-15 students and learning/teaching style as contributory factors to the challenge of entrepreneurship education in Nigeria.

Gabadeen and Raimi (2012) assessing entrepreneurship education in Nigeria identify insufficient experts in the field of entrepreneurship, absence of relevant textbooks on entrepreneurship education/programs, ineffective style of instruction, poor funding and insufficient teaching gadgets for practical-oriented training as militating factors against entrepreneurship education in Nigeria. They

further identify poor funding of entrepreneurship education in particular and the education sector in general as a serious challenge to entrepreneurship education. According to them, the funding constraint has adversely affected the implementation of entrepreneurship education curricula, a fact attested to by National Universities Commission (NUC) and counterpart supervisory agencies.

While Gabadeen and Raimi (2012) opine that undergraduate students perceive entrepreneurship education as one of the unnecessary elective or general course forced on them by their respective schools/departmental authorities in order to fulfil graduation requirements.

### **Empirical Review**

Mohammed, Abdul and Rosni (2014) in their study investigated entrepreneurship development and poverty alleviation. In the study, they engaged in general search to accumulate empirical literatures by the nomenclature of entrepreneurship development and poverty alleviation in different online database sources which include the following Google Scholars, Springer Link, Wiley, Science Direct, JSTOR, Emerald full text, Scopus, and EBSCO HOST etc. Interestingly they found out that innovation, entrepreneurship training & education, family background, government support program, social entrepreneurship, women participation, individual entrepreneurial characteristics, participation of micro, small & medium enterprises, youth empowerment, collaboration of government-university-and industry are the key tools for entrepreneurship development which stimulate employment and alleviate poverty.

Sofoluwe, Shokunbi, and Ajewole (2013), investigate the prospect of repositioning entrepreneurship education as a strategy for boosting human capital development and employability in Nigeria. They adopted a quantitative research method and used the survey method for eliciting responses from a chosen modest sample size of 150 respondents drawn from the target population which constitute a cross-section of academic staff and students from Yaba College of Technology, Lagos. The data obtained were analysed electronically and results presented using descriptive and inferential statistics. The key findings show that entrepreneurship education is instrumental to job creation, wealth creation, youth empowerment, peaceful society and economic development.

In an interesting study, Tende, (2013) examines government initiatives toward entrepreneurship development in Nigeria and evaluates the job creation capacity of the entrepreneurship development programs on Nigerians. In the study random samples of 1,159 beneficiaries were selected from the six geo-political zone of the country. Structured questionnaires were used to obtain information from the selected beneficiaries. The study found out that government credit policies have no significant effect on the development of entrepreneurial activities in the country. In addition most of the beneficiaries do not derive maximum satisfaction from government programs and policies.

In South Africa, Ndedi (2013) investigated the South African Government support to youth entrepreneurship program through various agencies. The study applied desk research on the impact made by the various Sector Education Training Authorities in the area of entrepreneurship education and training. The study found out that there were no inter-disciplinary approaches in entrepreneurship training that make entrepreneurship education accessible to all students, and where appropriate, it created teams for the development and exploitation of business ideas. In addition the study also found that business or engineering students with different backgrounds are not connected.

Adofu, and Akoji (2013) in a study assessed the impact of entrepreneurship skill acquisition on poverty in Kogi State of Nigeria. They used structured questionnaires for collecting primary data from six Local Government Area of the state. They used descriptive statistics like frequencies and percentages. In the study they found out that 65% of the respondents accepted that lack of entrepreneurship skills among youth is responsible for the high rate of poverty in Nigeria. In addition, the study also indicated that at

least 60% of the people who benefitted from the skill acquisition programme were able to afford the basic necessity of life.

Akhueomonkhan and Raimi (2013) examined the plausibility of deploying entrepreneurship education as a mechanism for employment stimulation in Nigeria. They adopted the quantitative research method by adopting the linear multiple regression model (LMRM) for analyzing the data. From the data analysis the study found out that entrepreneurship development is a cardinal tool especially for poverty reduction; stimulating employment as well as fast-tracking the realization of universal primary education and promoting gender equality.

Mitra and Abubakar (2011) employed an illustrative case study to examine the participation of graduate entrepreneurship in perspective of human capital development – education, training and research to meet the Millennium Development Goals (MDGs) in Nigeria. The study interestingly found out that knowledge creation is the key to entrepreneurship development in developing economies anchored on human capital development.

Wang and Wong (2004) explored the level and determinants of interest in entrepreneurship among university undergraduate students in Singapore. In the study they applied historical regression for measuring the student's self-perceived knowledge in starting a business and knowledge in managing business. They found out that three background factors significantly affect the interest to starting new business such as gender, family business experience and education level. They also found little effect about ethnicity, citizenship and family income status for one to become an entrepreneur. In addition, they found out that female university students were less in entrepreneurship knowledge and influenced by traditional social role.

McMullan and Gillin (1998) in a coordinated effort surveyed the activities and performance of graduates students who were passed from the Swinburne University of Technology in Melbourne, Australia. They found that about 87% students have intentions to start ventures either independently or under the support of a corporation.

Bagheri and Pihie (2010) investigated the processes of entrepreneurial learning that contribute to university students' entrepreneurial leadership learning and development. They used qualitative research method for analyzing the data collected from selected fourteen undergraduate students by using semi-structured interviews. They found that social interactions played a significant role in students' entrepreneurial leadership learning, students had the opportunity to learn from direct observation, and the students has been learned entrepreneurial leadership competencies through individual and collective reflection

Cheng, and Chan, (2009) made an inquest into the effectiveness and limitations of the development of entrepreneurship education in Malaysia. They collected primary data using the questionnaire instrument while they performed some statistical analysis on the data in order to reveal students' perceptions of the effectiveness of the entrepreneurship teaching and their knowledge about entrepreneurship. They found out that entrepreneurship education in Malaysia is not matching students' skill expectations with skill acquisition. They also found that the level of understanding of "what is entrepreneurship" is still low among the selected respondents.

Ogundele and Akingbade, (2012) explore the intensity of entrepreneurship training and education as strategic tools for poverty alleviation in Nigeria. They selected 250 entrepreneurs from five recognized local government areas of Lagos state in South Western Nigeria. They employ the use of stratified random sampling technique through a self-monitored questionnaire survey. Simple regression analysis was used to test the relationship between the entrepreneurship training and education and poverty alleviation. They found out that entrepreneurship training and education were significantly related to the

youth empowerment and social welfare services. They equally found also that youth empowerment was influenced by the technical skill they acquired.

### 3.0. RESEARCH METHODOLOGY

The study adopts the survey design because it is the most appropriate as research questions are formulated to elicit data. The target population is 400 level students in Management Science Faculties of Nigerian Universities. A modest sample size of 160 respondents was drawn from the target population using convenience sampling method. The sample survey includes 40, 400 level students each from the University of Benin, Delta State University, Nnamdi Azikiwe University and Chukwuemeka Odumegwu Ojukwu University (formerly Anambra State University)-two federal and two state universities. These set of students were chosen because they have been taught entrepreneurship, develop entrepreneurial intentions and they understand its implication for human capital development for national development as such they are capable of giving unbiased assessment. A period of two months was used for data gathering via structured questionnaires. The questions were measured using 4-point Likert scale instrument from strongly disagree to strongly agree. The measurements were valued (or scored) as follows: 1- strongly disagree, 2-disagree, 3-agree and 4-strongly agree. The negative responses (strongly disagree and disagree) have lower values (scores) while the positive responses (agree and strongly agree) have higher values (or scores). These values are necessary because attitudes and opinions do not lend themselves to precise measurements, hence the values are used as surrogate measures which represent the analytical values of the respondents' opinion on each of the testable questions.

The responses were analysed using the descriptive mean criterion statistic while the t-test inferential statistics was used to test the hypotheses. These approaches are consistent with the research methods in Management Sciences according to Bubou and okrigwe (2011). The analysis was done in two broad groups of those that disagreed (strongly disagree and disagree) and those that agreed (agree and strongly agree) with the group of questions that describe the variables being examined.

The null hypotheses were tested at 5% level of significance and they were rejected if the t-test calculated is greater than t-test tabulated and accepted if the t-test calculated is lesser than t-test tabulated.

$$\text{The t-test statistic is} = \frac{X_t \sqrt{N}}{SD}$$

Where :  $X_t$  = The mean of the group with higher mean

N= The number of responses

$$SD = \sqrt{\frac{(X_1 - X_2)^2}{N-1}}$$

Degree of freedom = N-1

### 4.0 DATA PRESENTATION AND ANALYSIS

Below shows the data generated, how they are presented and analysed. The presentations are done using tables and explanations.

**Table 1: Stratified Sample of Respondents by University:**

University	No. of Respondents
University of Benin	40
Delta State University Abraka	40
Nnamdi Azikiwe University Awka	40
Odimegwu Ojukwu University Egbariam	40
Total	160

Source: Author's compilation, 2015.

Table 1 above shows the distribution of the respondents according to the universities sampled. All the universities have equal representation in terms of the number of respondents.

**Table 2: Stratified sample of respondents surveyed and responses received:**

University	Surveyed	Responses received	Percentage of responses received (%)
University of Benin	40	32	22.86
Delta State University Abraka	40	38	27.14
Nnamdi Azikiwe University Awka	40	36	25.71
Odimegwu Ojukwu University Egbariam Campus	40	34	24.29
Total	160	140	100%

Source: Author's compilation, 2015.

Table 2 above shows the distribution of the responses received from respondents according to the respective universities. The percentage of responses indicates that university of Benin 22.86%, Delta State University 27.145, Nnamdi Azikiwe University 25.71% and Odimegwu Ojukwu University 24.29%. The total questionnaires administered were 160 but only 140 were returned completely filled. This gave a response rate of 87.5%

**Table 3: Testable Statements and Response Qualifiers addressing hypothesis 1**

Entrepreneurship education curriculum development and human capital development:

Testable Statements	Response Qualifier			
	Strongly disagree	Disagree	Agree	Strongly agree
1. The design of entrepreneurship education curriculum is adequate to	54	48	27	11

improve human capital development				
2. The content of entrepreneurship education curriculum is rich to improve human capital development	45	58	20	17
3. The implementation of entrepreneurship education curriculum is effective	41	60	19	20
4. Entrepreneurship education curriculum was well funded	43	58	21	18
5. Entrepreneurship education curriculum was introduced early in Nigerian universities	45	56	23	16
6. Government decision on introduction of entrepreneurship education curriculum was done systematically	40	61	21	18

Source: Author's compilation, 2015.

**Table 4: Testable Statements and Response Qualifiers addressing hypothesis 2.**

Teaching of Entrepreneurship education and human capital development:

Testable Statements	Response Qualifier			
	Strongly disagree	Disagree	Agree	Strongly agree
1. Lecturers/Instructors teaching entrepreneurship education are adequate in number and competent	52	50	28	10
2. Lecturers/Instructors teaching entrepreneurship education have certification in entrepreneurship education	43	60	19	18
3. Lecturers/ Instructors teaching entrepreneurship education are well trained by the universities	40	61	20	19
4. Entrepreneurship education is taught practically by lecturers/instructors	38	63	23	16
5. Lecturers use practical case studies to demonstrate entrepreneurship education	45	56	23	16
6. Government decision on introduction of entrepreneurship education curriculum was done systematically	39	62	22	17

Source: Author's compilation, 2015.

**Table 5: Testable Statements and Response Qualifiers addressing hypothesis 3.**

Funding of Entrepreneurship education and human capital development:

Testable Statements	Response Qualifier			
	Strongly disagree	Disagree	Agree	Strongly agree

1. Entrepreneurship education is well funded	48	54	27	11
2. There are available facilities for teaching entrepreneurship education in Nigerian Universities	44	59	18	19
3. Standard learning materials /textbooks on entrepreneurship are available in universities libraries	41	60	19	20
4. Lecturers are sponsored regularly for training, conferences, workshops on entrepreneurship education	42	59	22	17
5. Government award scholarships, bursary to students studying entrepreneurship education	40	61	21	18

*Source: Author's compilation, 2015.*

**Table 6: Testable Statements and Response Qualifiers addressing hypothesis 4**

Entrepreneurship education course and human capital development:

Testable Statements	Response Qualifier			
	Strongly disagree	Disagree	Agree	Strongly agree
1. Entrepreneurship education is a core course in the university	49	53	26	12
2. The universities stresses the importance of entrepreneurship education to students	45	58	20	17
3. Entrepreneurship education course has units attached to it	46	55	19	20
4. Entrepreneurship education course units are used in computing students grade points (GP).	41	60	20	19

*Source: Author's compilation, 2015.*

From tables 3–6 above show the testable and response qualifiers for each of the variables examined. It was observed that the strata characteristics show differences in scores for the variables considered. The strongly disagree and disagree scores were all higher than agree and strongly agree scores in all testable statements.

There seems to be unanimity of opinions with all the strata as the responses were tilted towards disagree and strongly disagreed opinion in all the testable statements contained in the different tables. This no doubt imply that that the expressed opinions of university students about entrepreneurship education and human capital development were not determined by the universities to which they belong but based on their strong personal conviction and general expectation of what entrepreneurship education should be.

The pattern of response rate of each sample stratum for the 4 testable variables in the 4 different tables (tables 3-6) are analysed and the scores for each stratum in each table were summarised from the detailed scores computed. Thereafter, the aggregate attitude scores of the whole respondents for each

variable were then summarised. These totals were further reconciled with their respective strata summary scores. The results reveal variability in group attitude/opinion and the observed differential response pattern of the university students. The analysis of scores was done in two broad groups of those that disagreed (strongly disagree and disagree and those that agreed ((agree and strongly agree) with the various testable statements in each table. The average scores of the two groups were computed on the same sample since they are drawn from it. As the responses are not mutually exclusive, some may agree while others may disagree irrespective of the base strata of the respondents.

**Table 7: Results of Descriptive Statistics**

Testable hypotheses	Sample mean	Disagreed group mean	Agreed group mean
1. Entrepreneurship education curriculum implementation enhances human capital development	2.07	1.13	0.94
2. Teaching of Entrepreneurship education improves human capital development	1.74	1.15	0.59
3. Funding of Entrepreneurship education increases human capital development	2.09	1.14	0.95
4. Emphasis on Entrepreneurship education course promotes human capital development	2.08	1.23	0.95

*Source : Statistical Package for Social Sciences (SPSS),2015.*

Table 7 above clearly indicates the sample means, Disagree group mean and the agreed group mean. The Disagreed means for the respective testable variables are greater than those of the agreed group means. Another observation is that the disagreed group means constitute more than 55% of the respective sample mean for each testable statement. This implies that the university students are of the opinion that entrepreneurship education is not well suited for human capital development.

**Table 8: The Results of T-test Statistics:**

HYPOTHESIS	DEGREE OF FREEDOM	T-TEST STATISTIC CALCULATED	T-TEST STATISTIC TABULATED	DECISION
Hypothesis 1	5	6.44	1.90	Accept $H_{A1}$
Hypothesis 2	4	3.43	1.94	Accept $H_{A2}$
Hypothesis 3	4	12.75	1.94	Accept $H_{A3}$

Hypothesis 4	3	8.79	2.35	Accept H <sub>A4</sub>
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Source: Statistical Package for Social Sciences (SPSS), 2015.

The statistical results shown on table 8 above indicates that the five hypotheses tested, the t-test statistics calculated are all greater than the t-test statistics tabulated. The implication is that the t-test statistics calculated fall outside the acceptance region, as for that, the null hypotheses (H<sub>0S</sub>) for the testable statements are all rejected while the alternate hypotheses (H<sub>AS</sub>) are accepted at the 5% level of significance. Based on the available information gathered, it can be inferred that with 95% confidence level, entrepreneurship education has not really improved human capital development in Nigeria.

#### 4.1. DISCUSSION OF FINDINGS:

The findings of the study are discussed as follows:

For research testable statements relating to hypothesis 1, it found that 54.54 or about 55% of respondents are at various degrees of disagreement while 45.46 or 45% of respondents are at various degrees of agreement that entrepreneurship education curriculum enhances human capital development. One expected outcome of government's policy on entrepreneurship education is the establishment of the curriculum for the course. If the findings is anything to go by it implies that the curriculum is ineffectively implemented, not rich enough in content, was not introduced systematically from the foundational levels (primary and secondary schools) as such achieving its goal and human capital development will be difficult. This is consistent with the findings of Garba (2004), Okebukola (2004) and Onyechu (2008).

Responses	Total Score	Percentage (%)
Disagreed Group	950	54.54
Agreed Group	792	45.46
	1742	100

For research testable statements relating to hypothesis 2, it shows that 65.90 or about 66% of respondents are in disagreement while 34.1 or 34% of respondents are in agreement that Teaching of Entrepreneurship education improves human capital development. Capacity building for at least ten teachers in all universities and development of masters and Ph.D programs in some selected universities is one of the expected outcomes of government entrepreneurship education. The findings negate this outcome. The import is that there are no adequate and competent lecturers/instructors in the field of entrepreneurship, lecturers are not well trained as they are drawn from the faculties, the course is taught theoretically without practical considerations and case studies. While, government decision to introduce entrepreneurship education was late. Obviously these factors will undermine the quality of human capital development. These findings are in tandem with Gabadeen & Raimi (2012) and Ifedili & Ofoegbu, 2011).

Responses	Total Score	Percentage (%)
Disagreed Group	804	65.90
Agreed Group	416	34.10
	1220	100

For research testable statements relating to hypothesis 3, 54.79 or 55% of the respondents are in disagreement while 45.21 or 45% are in agreement that entrepreneurship education is well funded to increase human capital development. One notable outcome of government entrepreneurship education is the development of teachers guide, instructional manual and students' handbook for sale as well as capacity building for at least ten lecturers in each university. **The findings were at variance with the policy strategies government intended to prosecute the entrepreneurship education to achieve the expected outcome**. The findings show that there is poor funding of entrepreneurship education, teaching facilities are inadequate, there is lack of standard learning materials/textbooks, lecturers are not sponsored regularly for training in entrepreneurship education, government scholarships and bursaries to students studying entrepreneurship is minimal and inadequate. All of these have serious implications on students' learning and consequently on human capital development. These findings are in agreement with the attestation by National Universities Commission and counterpart supervisory agencies as reported in Gabadeen and Raimi (2012)

Responses	Total Score	Percentage (%)
Disagreed Group	801	54.79
Agreed Group	661	45.21
	1462	100

For research testable statements relating to hypothesis 4, it shows that 54.16 or 54% of the respondents are in disagreement while 45.84 or 46% are in agreement that emphasis on Entrepreneurship education course promotes human capital development. The finding here is that students do not see entrepreneurship education course as a core course, there is less emphasis on this by universities faculty authorities. There is no units attached to it hence it is not used in computing students grade points which presupposes that it is an elective or a general course that is needed to satisfy graduation requirement. Such mindset no doubt has serious implication on students' interest, participation and performance in entrepreneurship education with attendant negative consequences on human capital development. This finding is in agreement with Ifedili and Ofoegbu (2012) and Gabadeen & Raimi (2012).

Responses	Total Score	Percentage (%)
Disagreed Group	631	54.16
Agreed Group	534	45.84
	1165	100

Equally discovered was that the strata characteristics show differences in scores for the variables considered and there was unanimity of opinions with all the strata as the responses were tilted towards disagree and strongly disagreed opinion in all the testable statements.

## 6.0 CONCLUSION AND RECOMMENDATIONS

Arising from the findings, it can be inferred that the design and content of entrepreneurship education curriculum was inadequate, lecturers teaching entrepreneurship education are not adequate in number and competent enough as they were drawn from faculty without certification in entrepreneurship courses. Entrepreneurship education is not well funded while there is less emphasis on entrepreneurship education course as a core course by universities. All of these findings no doubt negatively affect human

capital development in the country. It is therefore, not surprising that majority of the graduates are deficient in skills, competences with little or no entrepreneurial spirit and intentions to create their own employment and jobs for others. This paper is not without some limitations. For instance the study sample size was drawn from four universities. Descriptive statistics were used to present the data while the t-test statistical tool was used to test the hypotheses. Thus, future researches should increase sample size to include more universities and other statistical tools should be employed.

The study recommends that entrepreneurship education for development of human capital should always be the top priority of government. The educational infrastructure must be improved to underpin support for creativity, innovation, inventions, entrepreneurial spirit and intentions that will bring about creative jobs that will be the sole basis for employment generation, economic growth and wealth creation. Central to this should be increased funding to provide textbooks/instructional material, infrastructural facilities like classrooms, library and hostels. Training and re-training of lecturers to have certification in entrepreneurship studies should be encouraged. Radical reorientation of entrepreneurship education in terms of design of curriculum and implementation should be considered. Overhauling and development of the entire education sector in line with private sector needs should be given enormous attention. These issues if well addressed would enable the country produce would-be/ potential entrepreneurs who will partner with government to deal with future empowerment scenarios. The paper believes that these recommendations present a clear cut determinant of responding to the universal need of employment generation, economic growth, creativity, innovation and entrepreneurship development.

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