

Entrepreneurial Content Delivery and Human Capital Development of State University Students in Anambra State, Nigeria

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Abstract— The study looked at how state university students in Anambra State, Nigeria, developed their human capital in connection to the delivery of entrepreneurial curriculum. The study is based on Paul Romer's (1986) Human Capital theory, which stresses how workers' productivity and efficiency are increased by education through raising their level of cognitive skills. Descriptive survey research design was adopted for the study. The study's population is 317 which comprises of 70 final year students of the 2021/2022 academic session of the Department of Entrepreneurship Studies, 130 final year students Accountancy department and 117 of the Department of Business Administration from Chukwuemeka Odumegwu Ojukwu University. The study adopted census study which entails using the entire population since the entire population is manageable. The study adopted primary source of data. In order ascertain the needed information for the study, a structured questionnaire on a five point likert scale was administered to the respondents. To determine if the tool was reliable, the study used Cronbach Alpha. The outcome demonstrates that the instrument is reliable. The study adopted Product Moment Correlation Coefficient for hypothesis testing. According to the study, content delivery and the development of students' human capital at state universities in Anambra State, Nigeria, are positively and significantly correlated. The study found a strong correlation between the delivery of entrepreneurial content and the development of students' human capital at state universities in South East Nigeria. The study recommended that tutors and lecturers of entrepreneurship education should adopt the right teaching methods that will encourage and promote innovative behaviours in budding entrepreneurs.

Keywords— Entrepreneurial, Content Delivery, Human Capital, Development.

I. INTRODUCTION

Entrepreneurship has become a word used in our daily lives and on the global literature because of its efficacy on the contemporary issues of unemployment and poverty alleviation among the nations of the world. In 2011, the Nigerian Educational commission deem it fit that entrepreneurship education should be embedded into school academic curricula. This will make it possible to educate and learn about entrepreneurship from scratch in the early stages of primary education. In the same vein, the Nigerian University Commission has made it compulsory that before any student, irrespective of the discipline graduates from the university, such individual must have acquired either a skill or two (Oanipekun and Adeyera, 2018). This is to equip them with the necessary

skills that will make the job creators and not job seekers after graduating, having seen that the government alone cannot provide adequate employment for the teeming population and large volume of graduate being turned into the labour market on yearly basis.

Many entrepreneurship centers have been put in place both within and outside the universities with relative infrastructure and funding. Despite these sincere efforts both from the government and well-meaning Nigerians, it was still discovered that graduates still roam the street looking for job without engaging themselves in an entrepreneurial activity or practicing the skills they have learnt. (Akambi 2013, Muhammed, & Haruna 2016, Aliyu & Bambale (2016).

Academic staff typically excel in their areas of specialization and have a deep knowledge of them as well as a passion for them, but the ability to impart that knowledge to others is not always a condition for employment. Many staff members are expected to teach pupils about their subject without having received the necessary training.

Thus, this has led the predominance of the theoretical method of teaching of entrepreneurship topics against practical methods and as such, it has become difficult for students or graduates of entrepreneurship to launch themselves into action after graduation. Lecturers and tutors of entrepreneurship studies often times, over burden the students with little or no practical aspect of the topics or course, as such, students graduate without having full knowledge of how to go about putting into practice that which they were supposed to be taught in school. The tutors, often times choose a particular teaching method for all the topics whereas certain topics need different teaching methods. Some require practical project, simulation, visual, visitation, resource persons. This various teaching methods when applied appropriately to the various topics will lead to better understanding of the course which will go a long way in influencing the students' intention to engage in entrepreneurial activities and be fully equipped to establish themselves as entrepreneurs and become successful entrepreneurs after school. It is on this premise that the study evaluates the effect of various teaching methods adopted by entrepreneurship tutors and its effect on the students' ability to become entrepreneurs. In consonance with the objective of this study, the hypothesis for this study is stated below.

H₀₁: Teaching method have no effect on human capital development of graduates of entrepreneurship studies students in Nigerian State universities.

II. REVIEW OF RELATED LITERATURE

Content Delivery

By content delivery, the study aims at identifying various teaching methods adopted by educators and tutors in teaching and delivering the contents and various topics embedded in the curriculum to ensure better understanding of the course.

Teaching techniques in entrepreneurship can be viewed as a collection of instructional strategies that have a solid foundation, are well-understood by teachers who work in classrooms, and are a direct reaction to the demands and difficulties of students, Shulman & Shulman (2004). According to studies, these two clichés about teaching have been debunked: a competent instructor can instruct or teach on any subject, and effective teaching results from subject knowledge and mastery. This was supported by Schwartz (2006), who argued that good teaching is not just a function of topic knowledge but also of the ability to detect the essential and appropriate combination of information and skills required for effective teaching. In a similar spirit, Fayolle and Gailly (2004) suggested that the degree to which approaches are capable of successfully blending knowledge and skills necessary for teaching entrepreneurship be used to evaluate the effectiveness of entrepreneurship teaching techniques. According to Brendel & Yengel (1972), standard teaching methods including as lectures, drills, and question-and-answer sessions are insufficient to foster the development of business concepts and other results related to entrepreneurial activity. This was supported by Lonappan and Devaraj (2011), who stated that some of the most well-liked and effective types of entrepreneurship teaching methods include role-playing, simulations, inviting guest speakers, group and individual research projects, and so on. Mwasalwiba (2010) proposed simulations, video and recording, role models, inviting guest speakers, and project work as active practices that are better suited for developing entrepreneurial skills. These suggestions were made in support of the methodologies deemed best practices in entrepreneurship teaching. Using tools like business simulation or role playing, Ahmad et al. (2004) claimed that the optimal approach is to promote experimentation by allowing people to try out entrepreneurship in a secure environment. The aforementioned entrepreneurship teaching methods are crucial for students' entrepreneurial development in the context of universities, according to the research, which provides a strong foundation for this conclusion.

Project Method of Teaching

Project-based learning (PBL) was defined by Gless-Newsome and Lederman (2002) as an educational paradigm where students acquire useful skills by working on real projects that can be adjusted based on the learning environments and dispositions of the students. According to Blumrnfeld (1991), the project-based learning approach places students in authentic, problem-solving contexts and settings that aid in

reducing the disparity that exists between entrepreneurial classroom events and actual business interactions. According to Colley (2005), who advocated for the project-based learning approach, students can use their fundamental academic and creative abilities to address pressing issues in the context of the real world of business. Katz and Chard (1989) proposed giving students the option to select entrepreneurial themes within the prescribed academic framework, and they would be in charge of creating project plans. According to this, the facilitator, task manager, and assessor functions of an entrepreneurship teacher are primarily involved in the course (Problem Based Learning, 2007).

Simulation

Simulation, according to Carson, Nelson, and Nicole (2010), is the replication of a real-world scenario's process within a specific setting. According to Hamstra, Dubrowski, and Backstein (2006), creating a model that accurately captures the key traits of the process being emulated is necessary for successful simulation. According to Janes, Silvey, and Dubrowski (2016), the simulation represents how the system will operate over time in terms of its relationships with other systems whereas the simulator characterizes the process. A learner acquires actions, behaviors, and abilities through interaction with the simulated system over time, in accordance with Brozik and Zapalska's (2002) theory, while using a simulator as a teaching method. In other words, it is believed that educating a student is a system that may be represented by a new business operating as it would in the actual world (Hertel & Millis, 2002). As a result, it is considered a simulation to alter the exact operational aspects of the simulator (business startup) in response to the activities of entrepreneurship students (Kirkely & kirley 2005).

Role Play

According to Knight (2002), role-playing activities let students take on the persona of a character in a particular situation or place. Joyner and Young (2006) argued that role plays inspire students to participate in practical entrepreneurial activities that involve real-world business scenarios as a means of achieving this. According to Kerr Troth and Pickering and Bonwell and Eison (1991), role play sessions are often brief, impulsive presentations that can also resemble pre-planned research studies (2003). According to Joyce, Calhoun, and Hopkins' (2009) suggestion, role plays can provide students with a variety of possibilities to engage in activities that serve as models for the entrepreneur's role and entrepreneurial career-related circumstances. This relates to entrepreneurial education. To increase how often entrepreneurship students employ role-playing exercises, role plays should be content-focused, in line with the program's learning objectives, and applicable to actual business settings (harbor & Connick, 2005, Joyner & Young, 2006).

Human Capital

According to the World Bank (2002), Human capital is the entirety of a population's knowledge, skills, competencies, and innovative potential.

Human Capital Development

According to Nwalado & Uluabia, the following are barriers to the growth of human capital in Nigeria: (2009).

- i. Insufficient utilization of instructional tools
- ii. Weak educational foundation,
- iii. Low student entry point
- iv. Poor learning attitude
- v. Poor learning capacity
- vi. Poor student–teacher interaction
- vii. Education is not well-funded.
- viii. Materials for the lab or workshop that are inadequate.
- ix. Strikes and other student/social disruptions that cause disruption to academic schedules
- x. Lack of an environment that is favourable to learning
- xi. Low entry standards
- xii. Poorly implemented student industrial work experience programs.
- xiii. The social environment in Nigeria has a negative impact on the growth of human capital at higher institutions.
- xiv. Insufficient teaching experience
- xv. Inadequate research background
- xvi. Absence of relevant professional experience
- xvii. Lack of formal training in teaching v. Inadequate mastery of the subject or field to be taught.
- xviii. Low academic achievement
- xix. Poor command of technical teaching abilities that aid in learning
- xx. A lack of communication abilities that are crucial to teaching.
- xxi. Poor personality and temperament number
- xxii. Poor attitude toward work number one, low morale, and lack of motivation number two, excessive burden.

Due to shortcomings graduates shown at work, Olajide (2005) found that university education does not effectively equip graduates for the workforce. These include, among other things, the following.

- i. Il-developed analytical and ICT (information and communication technology) skills
- ii. Inadequate vocation and technical abilities, as shown by a failure to appropriately apply necessary information, lack of entrepreneurial and problem-solving decision-making skills, and inexperience.
- iii. Inability to properly apply necessary knowledge is a sign of insufficient skill practice
- iv. lack of connections with business and industry during education is a sign of insufficient skill practice.
- v. Absence of professionalism and ethical behavior in the workplace.

Theoretical Framework

Human Capital Theory

The study, which is based on Paul Romer's Human Capital theory from 1986, stresses how education boosts workers' productivity and efficiency by increasing their level of cognitive skills. In the beginning, Schultz advanced the notion that people who pursue education increase their pool of human capital (1961). Spending on on-the-job training, nutrition, and health are a few examples of these investments. Such

investments increase future production capacity while reducing present consumption. The stock of human capital, however, can only increase if gross investment outpaces depreciation over time, either through intensive usage or idleness.

Empirical Review

Content Delivery and Human Capital Development

Audu, Kamin, Musta'amal & Sukri (2014) investigate the instructional strategies that affect how mechanical engineering trades students learn practical skills. Descriptive survey research was used for the study. A structured questionnaire was answered by 46 administrators and 99 teachers of mechanical engineering trades in the north central states of Nigeria. An analysis method was regression. Using the Cronbach Alpha coefficient, the reliability of the test was evaluated. With a reliability value of 0.78, the data collection tool was reliable. It was recommended that mechanical engineering trades teachers and administrators in the schools be encouraged to use a variety of instructional techniques, especially the techniques identified in the study as the most significant determinants of the teaching techniques that influence the acquisition of practical, so the students can acquire the skills for lucrative employment in the labor market or be able to set up on their own and become self-reliant.

Nwokike (2016) investigated the need for teaching methodologies in enhancing the entrepreneurial competences of business education students for self-employment in Universities in the South East and South South States of Nigeria. The study used a survey research approach and included 15 universities in Nigeria's South East and South South that offer business education programs. 109 respondents made up the population. There was no sample taken because the full population was utilized. Data were gathered using a four-point scale questionnaire that was self-structured and validated by three professionals. Using Cronbach Alpha, the dependability was assessed, and the reliability co-efficient came out to be 0.73. In order to respond to the research question, mean and standard deviation were used, and analysis of variance was performed to test the hypothesis at a significance level of 0.05. Based on the research's findings, the respondents agreed that mentorship could have an equal impact on a student's entrepreneurial competencies as might the use of practical activities and demonstration methods as a teaching strategy. The study makes the recommendation that business educators should heavily emphasize the utilization of practical activities and demonstration methods while teaching entrepreneurship education so as to enhance business education students' entrepreneurial abilities for self employment. In order to benefit from their abundance of expertise, business instructors should also urge their students to associate with their mentors.

Okoye (2017) discovered efficient methods for imparting entrepreneurship education in Anambra State's tertiary institutions. Three research questions served as the study's guiding principles, and three null hypotheses were analyzed at the significance level of 0.05. The survey used in the study was a descriptive survey. The study's population consisted of 45 business educators. No sampling was carried out since the

population could be managed. Data gathering involved the use of a standardized questionnaire. Two professionals validated the instrument. With the aid of pilot tests conducted outside the population area, the instrument's dependability was confirmed. The Cronbach alpha reliability coefficient, which was used to analyze the data, produced a co-efficient of 0.85. Mean ratings were utilized to analyze the data pertaining to the study topics, and the t-test was applied to assess the hypotheses. Results showed that business plans, simulations, and computer-assisted instruction are efficient methods for teaching entrepreneurship in tertiary institutions. Based on the results, it was suggested, among other things, that business educators and other entrepreneurship educators should utilize appropriate, successful tactics during lesson instruction in order to give students the skills they need for starting a firm.

Esene and Maben (2015) evaluated the methods and resources for efficiently teaching office technology and management students at Delta State Polytechnics about entrepreneurship development. The study was survey-based in design. For the study, a research topic was posed. Thirty respondents in the study's target regions were given access to an instrument with 70 items. Descriptive statistics were employed to analyze data. The study's findings showed that because entrepreneurial skills are either theoretically taught by incompetent teachers, the implementation of the Entrepreneurship Development Education curricula do not promote the development and use of entrepreneurial abilities in real-world situations. For effective service delivery, it was suggested that instructors should be knowledgeable about both technique and subject content.

Ahmed (2017) investigated how efficient teaching methods affected the speed and quality of learning outcomes. Additionally, it aimed to determine the role that the study variables—graduation location, college attended for college education, quantity of publications, quantity of conferences attended, quantity of workshops held, participation in the Good Samaritan program, teaching experience, and academic rank—had in producing quick and efficient learning outcomes. A 25-item survey that was given to An-Najah National University professors was used by the researcher to accomplish these goals. In addition, the researcher conducted five interviews with lecturers from An-Najah National University who were chosen at random from the same faculties. Data generated were analyzed using SPSS. Additionally, the findings demonstrated that the research variables had no statistically significant effects on how quickly and effectively, effective teaching strategies produced learning outcomes ($=.05$). These results led the researcher to recommend that lecturers adopt effective teaching strategies by regularly updating and enhancing them.

Gupta (2017) seeks to investigate how teaching strategies affect students' academic performance in semi-urban Lucknow city schools for school-age children. a sample of 60 ninth-grade students from Jivan Jyoti Academy and Divine Public School in semi-urban areas. A questionnaire was created to extract information about the responder in general and in more detail. The collected data was taken into consideration and personally examined. Regarding various independent variables, as well as the dependent variable, the percentage was manually calculated. According to the study's findings, an effective teaching strategy is one that includes relevant and obvious training values that will motivate students, help them become aware of their understanding and reflection, and support the development of critical thinking skills that will ensure their confidence in their own abilities. They will be able to integrate ideas and plans with the principles and abilities needed for their future occupations by doing so, giving them a deeper comprehension of these concepts.

III. METHODOLOGY

Descriptive survey research method was used in the study. The study area covers entrepreneurship studies department of Chukwuemeka Odumegwu ojukwu University. The study's population is 317 which comprise 70 students in their final year of the 2021/2022 academic session of the Department of Entrepreneurship Studies, 130 final year students Accountancy Department and 117 of the Department of Business Administration from Chukwuemeka Odumegwu Oukwu University. The study adopted census study which entails using the entire population since the entire population is manageable. To gather pertinent data from the respondents, the study used a structured questionnaire with a five-point Likert scale. The study used Cronbach Alpha to assess the instrument's dependability. The outcome validates the instrument's dependability. The Pearson Product Moment Correlation Coefficient was used in the study for analysis.

IV. RESULTS AND DISCUSSION

In the Faculty of Management Sciences at Chukwuemeka Odumegwu Ojukwu University, 317 structured questionnaires were distributed to respondents from the chosen departments. Of those, 297 completed and returned questionnaires (93.7 percent) were properly completed.

Data Presentation and Analysis

To what extent does content Delivery relate with human capital development of state university students in South-East Nigeria?

Frequency distribution of content Delivery relate with human capital development

S/N	Element of Content Delivery	Strongly disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly agree (5)
1	Entrepreneurship education lecturers and tutors are well-versed in teaching techniques that are efficient.	17 (5.7%)	76 (25.6%)	12 (4.0%)	162 (54.5%)	30 (10.1%)
2	Lecturers and tutors of entrepreneurship education are well resourced for the teaching of entrepreneurship	10 (3.4%)	10 (3.4%)	27 (9.1%)	146 (49.2%)	104 (35.0%)

S/N	Element of Content Delivery	Strongly disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly agree (5)
3	The alternate methods of educating entrepreneurs are well-understood among lecturers and instructors in the field.	4 (1.3%)	27 (9.1%)	4 (1.3%)	197 (66.3%)	132 (44.4%)
4	Lecturers and tutors of entrepreneurship education are reluctant to teach entrepreneurship	11 (3.7%)	27 (9.1%)	10 (3.4%)	160 (53.9%)	89 (30.0%)
5	Lecturers and tutors of entrepreneurship education possess the personal confidence and skills necessary to teach entrepreneurship.	4 (1.3%)	26 (8.8%)	6 (2.0%)	174 (58.6%)	87 (29.3%)

Hypothesis testing

Ho: Content delivery has no significant positive relationship with human capital development of students of state universities in the South-East Nigeria

Pearson’s correlation between content delivery and human capital development

		Content delivery	Human capital development
Content delivery	Pearson’s Correlation	1	.502**
	Sig. (2-tailed)		.002
	N	297	297
Human capital development	Pearson’s Correlation	.502**	1
	Sig. (2-tailed)	.002	
	N	297	297

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient between content delivery and the growth of human capital can be seen in the above table ($r = 0.502, p < 0.05$). The correlation coefficient table makes it clear that content delivery and the dependent variable have a positive and substantial link (human capital development). The value of p is less than 0.05, and the correlation coefficient is 0.502, or 50.2%. At this level of significance, the null hypothesis was rejected, indicating that in state universities in South-East Nigeria, content delivery and the growth of students' human capital are positively and significantly related. The relationship between the two variables is strong and positive, not merely significant.

Hypothesis test found a strong correlation between the delivery of content and the development of students' human capital in state universities in South-East Nigeria. This is in line with the findings of Akpan and Etor (2018), who looked into lecturers' opinions of the value of entrepreneurship education to graduates' self-employment and found that there are barriers to the delivery of entrepreneurship content, which has hampered students' development of skills in tertiary institutions. Additionally, Okifo and Ayo (2018) assessed entrepreneurship education as a remedy for the graduate unemployment issue in the Niger Delta and suggested that graduates be given a mentoring role to aid them in becoming self-employed. Okoro (2017) shows that entrepreneurship pedagogues are underutilized in South-Eastern universities' entrepreneurship education delivery. They conclude that employing qualified teachers is necessary. Jacob and Ariya (2015) looked into the attitudes of social studies students about independence and the delivery of entrepreneurship education in post-secondary institutions. They found that when it comes to the teaching of entrepreneurship courses, the utilization of practical demonstrations is shockingly neglected. Furthermore,

Chinonye, Olumuyio, Mosunmola, Agboola, Oluyomi, and Achugamu (2015) came to the conclusion that entrepreneurship education should concentrate on the entrepreneur's personal and social life as well as how to use entrepreneurial skills in the commercial world.

V. CONCLUSION AND RECOMMENDATIONS

The study investigated entrepreneurial content delivery and human capital development of students of state universities in the South East, Nigeria. Specifically, the study examined the relationship between the teaching method adopted by entrepreneurial facilitators in teaching entrepreneurship education and human capital development. The study concluded that there is significant positive relationship between entrepreneurial contents delivery and human capital development of students of state universities in the South East, Nigeria. The study recommended that tutors and lecturers of entrepreneurship education should adopt the right teaching methods that will encourage and promote innovative behaviours in budding entrepreneurs.

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