

Entrepreneurial Skill Acquisition and Human Capital Development of State Universities Students in South-East, Nigeria.

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Abstract: Human capital development among students have suffered because of lack of entrepreneurial skill acquisition which would have been incorporated into them while still in the university. This study is aimed at investigating the relationship between students' entrepreneurial skill acquisition and human capital development in state universities in South-Eastern, Nigeria. The study is predicated on Dekeyser's theory of skill learning (2007). The idea contends that learning a broad range of abilities exhibits a striking resemblance in development from early information representation through early behavioral modifications to ultimately fluent, spontaneous, mostly easy, and highly competent behavior. The study employed descriptive survey research design. The study's 1325 participants were divided into 307 samples using Taro Yamane's statistical technique. The test was run at a significance level of 0.05 after the data were analyzed using both descriptive and inferential statistics. The study found a substantial and positive correlation between students' human capital development and skill acquisition at state universities in South-East Nigeria. The study recommended that students acquire entrepreneurial skills so they can create jobs rather than looking for them after graduation.

Keywords: Entrepreneurial, skill, acquisition, human capital, development

I. INTRODUCTION

Skill acquisition has been recognised as a source of wealth creation that helps to improve the minds of youth towards entrepreneurial development in an environment that is competitive and business oriented like Nigeria (Ombugus and Umaru, 2017). This serves as mechanism for employment generation poverty alleviation, business concept innovation, productivity and risk taking among others.

In order to provide the degree of knowledge and skills required to harness the opportunities inherent entrepreneurship that could lead to economic development of a given nation, skills acquisition was included into educational institutions (Abayomi & Odozi, 2014). In light of this, the government has implemented a number of skill-acquisition initiatives, such as the addition of entrepreneurship courses and the creation of vocational and skill-acquisition centers and departments in institutions of higher learning throughout the states. Such programs aimed to influence teenagers' abilities, attitudes, aspirations, competencies, and creativity in particular, as well as the use of microcredit to practice entrepreneurship, generate

their own self-employment, and assist in the creation of other jobs (Muhd, 2016).

Skill acquisition is the main key that is geared towards improving the life and economic status of youths through entrepreneurial promotion and development. A country can make significant investments in the human capital found in youths as a key factor in long-term economic survival and growth sustainability. The development of entrepreneurial skills and the creation of jobs, however, depend on ensuring that young people are ready for their entrepreneurial spirit. Governments around the world are struggling to address the worldwide problem of youth unemployment. Because of this, the need for skill development programs to produce entrepreneurs is rising (Aun et al 2018). Internationally, nations compete to entice entrepreneurs who can generate their own capital in order to boost economic growth. Despite the measures and strategies the government has employed over the years, unemployment and economic hardship appear to have increased in Nigeria (Anyu & Amadi, 2016). You may argue that the kids of any country are its foundation. They offer a country its greatest opportunity for the future in the majority of the economic development areas it aspires to. The estimated 73% of Nigeria's Gross Domestic Product (GDP) that young people would contribute to the country's labor force is 65%. (NDE, 2015). For the development of human capital that enables young people to gain creativity and innovation and to reduce poverty and unemployment, youth entrepreneurial development and economic empowerment are crucial life stages. A nation's ability to invest in long-term growth is largely determined by skill acquisition programs. Additionally, ensuring that young people are well equipped for the future is crucial to the development of entrepreneurship in any nation. (Isaac et al. 2018).

In order to help young people become self-sufficient and develop an entrepreneurial spirit, skill learning has become crucial (Paul, 2017). Skill acquisition programmes serves as a viable mechanism that provides solid foundation for self-employability and business creativity in a multi-ethnic and high populated nation like Nigeria. Government is not capable of accommodating youths unemployed as a result, numerous social problems came up which help in degrading the value and status of the nation from a global perception. Such as

kidnapping, armed banditry, Boko haram, Cybercrime, Cultism, armed robbery to mention but a few. Skill acquisition remains the viable option to address these problems by inculcating and enhancing entrepreneurial spirit among youths to become self-employed, self-creative, enhance business concept, innovation and poverty reduction. These support young people in starting their own firms, going after their aspirations, and advancing the country's general capacity for production (Efe-Imafidon et al, 2017).

However, skill acquisition is described as gaining knowledge and experience in skills that improve young people's personal well-being through participation in long-lasting business startups, which can further improve job opportunities, and that support economic development and progress. In light of this, the study aims to ascertain the degree of association between entrepreneurial development and skill acquisition among the numerous young people in Anambra State. It attempts to explore the necessity of preparing young people with viable and employable skills necessary for transforming them towards creativity, innovativeness, risk taking, poverty reduction, self-employment and business management skills instead of relying on office or white collar-jobs.

Consequently, the research objective is to investigate the relationship between skill acquisition and human capital development

II. REVIEW OF RELATED LITERATURE

Entrepreneurial Skills Acquisition

The development of entrepreneurial abilities is stated to be a prerequisite for becoming an entrepreneur. Developing entrepreneurial skills, on the other hand, is the process of gaining the talents an entrepreneur needs to successfully run a business or add value to their current position. Agu, Chiaha, and Ikeme (2013) contend that acquisition skills must be acquired through adequate education in order to be directed into moral and enriching small business ventures that will benefit the entrepreneurs themselves as well as the communities in which they live. The development of the skills required for a person to thrive in a virtual learning environment may also be referred to as acquiring entrepreneurial skills. The ability to create something new and valuable while investing the necessary time and effort, taking on the associated financial, psychological, and social risks, and reaping the benefits of financial and personal freedom (Hisrich and Peters, 2002). Developing entrepreneurial skills involves learning how to use an idea to launch a small or large business for profit, as well as for social and economic development (Olagunju, 2004). The formal definitions/descriptions that describe or define the development of entrepreneurial skills are the capacity to have self-belief, boldness, tenacity, passion, empathy, readiness to listen to professional advice, desire for an immediate result, visionary, and the capacity to recognize opportunity (Salgado-banda, 2005). The range of potential entrepreneurial skills, according to Kilby (1971), includes the capacity to spot business opportunities, advance organizational and technologically, gain control over finite resources, take on

internal management responsibilities, and work for the external advancement of the company in all spheres. The way that man adapts to life is through the learning of skills as a fundamental capacity (Adeyemo, 2003). The attitude and job duties of a person are necessary antidotes that propose the performance and learning of the appropriate skills by studying a particular work sample. In the workplace, workers swap their talent for numerical ability. The worker will be fulfilled and the employer will be pleased if the ability (or the group of skills generally referred to as aptitudes) offered is satisfactory. If this practice is kept up, it will lead to promotions, employee retention, and a longer tenure, all of which increase productivity (Adeyemo, 2003). A skill is a performance attribute that must be learned via practice, repetition, and experience rather than being solely decided by a person's innate, underlying abilities. While learning is at the heart of skill, it also involves the concepts of economy and efficiency in performance. Contemporary definitions of competence lay a high focus on the adaptability with which a skilled operator achieves a particular aim on multiple occasions under varied situations. Reiterating that while fundamental human capabilities alone cannot produce skills, they do provide the necessary framework for their development. When humans and their environment collaborate to form a functional system, skills indicate particular ways of utilizing capacity in relation to environmental needs. Therefore, speed, accuracy, knowledge, dexterity, and competency as demonstrated through repeated manual and mental performance of an action are the characteristics of skill. Etonyeaku (2008) defined skill as the capacity to carry out an action with the necessary level of accuracy and confidence. In schools or training facilities, one can learn or develop skills through instruction and experience. They integrate practical knowledge with precision, skill, dexterity, and the ability to carry out a task.

Human Capital Development

Human capital is a wide range of investments in people and has various facets. Education and health are investments in the same person. The secret of producing, modifying, and disseminating knowledge is education. Education can increase a person's income as well as the value of the production in the economy. The process of acquiring and increasing the population of people with the skills, experience, and knowledge required for a country's economic and political success is known as human development. Investment in people and their growth as productive and creative resources is thus linked to human capital development (Jhingan 2012). One of the defining qualities of entrepreneurs is having strong human capital, which includes knowledge, skills, and competencies. The underlying tenet of the notion of human capital is that financial investments in education lead to competitive advantages (Killeen, Turton, Diamond, Dosnon, & Wach, 1999; Langelett, 2002). The importance of human capital in the fight against poverty has also been lauded (Mingnat & Winter, 2002; Organization for Economic Co-operation and Development [OECD], 2001), and it has been linked to improvements in non-economic indicators like greater health

and well-being (OECD, 2001, 2003). To develop and preserve their innovativeness, people must continually invest in their human capital (Becker, 2002; Drucker, 2001).

The skills, talents, and capacities of an individual or organization make up human capital (Stewart, 2017). The collective knowledge, skills, experiences, abilities, capabilities, and talent of a company's employees and managers is referred to as its human capital. Human capital is the sum of an individual's knowledge, skill, experience, and innovation inside a business. Flesh & Boujelbene (2013). As stated by Rastogi (2000), referenced by Stiles & Klvisaechana (2008), "knowledge and learning, creativity and innovation, skills and capacities, and they need to be relentlessly pursued and focused on the organizations environmental context and competitive logic. According to Nielson, Bkhl, Johasen, and Gormen (2006), "human resources capital is the basis of IC components and they include skilled personnel, expertise, and management philosophy the company's productivity has been influenced." According to Wikipedia, "human capital is a method for characterizing and classifying people's skills and abilities as they are used in work and as they otherwise contribute to the economy." According to Schmidt (2004), "human capital" refers to a class of intangible assets that generates future economic value and includes organizational capacities in addition to the organizational talents of front-line employees.

Entrepreneurial Skill acquisition and Human Capital Development

According to Do Paco et al. (2011), entrepreneurship education may help develop the skills needed for business success and that entrepreneurs will need it in the future. Some business owners prefer to rely on themselves because they think they have the abilities needed for success, but as they learned about training programs, new opportunities for their company's development opened up, and they learned teachable skills (Wu & Jung, 2008).

The main reason for business failure is a lack of expertise (Dowling, 2003; Zimmerer & Scarborough, 2003). According to Lazear (2004:2005), people with a strong educational foundation and work experience are more likely than other people to become entrepreneurs and have higher firm growth. According to each researcher, successful entrepreneurs have a particular set of skills in common. In Martin's (2015) review of the OECD's (2014) annual report, three categories of talents were identified: technical skills, firm management skills, and individual entrepreneurial ability. The technical management consists of planning skills, technical implementation skills, and written and spoken communication skills (Henry et al., 2005). Additionally, it integrates interpersonal, problem-solving, and environmental awareness skills (Martin, 2015). Interpersonal skills, according to Rungapadiachy (1999), are those that one needs in order to effectively communicate with another person or a group of people. According to Aguilar (1967), environment monitoring is a technique used by management to gather important information about events occurring outside of the organization to help them decide how to go with it going forward.

Among the skills required for successful business management include goal-setting, management of human resources, finance, accounting, marketing, customer relations, negotiation, growth management, and regulatory compliance (Martin, 2015). Management skills include overseeing human resources, money, and overall planning, according to (De Wolf & Schoorlemmer, 2007); Rudmann, 2008; Vesala & Pyysiainen, 2008; but (Henry et al., 2005) said managerial aptitudes include marketing, accounting, and decision-making.

The importance of business management skills was examined by Thornhill & Amit (2003), who found a link between the absence of these skills and the failure of young entrepreneurs. According to Landwehr (2005) in a related study, having strong business management skills is essential to maintaining a company's operations as it grows. According to Frese & Gielnik (2014), business owners need to acquire a particular personality to be able to handle the unpredictable, complex, and ever-changing requirements that arise during the course of doing business. As a leader, investor, innovator, accountant, marketing expert, and top seller, the entrepreneur must also perform these other roles.

The main distinction between entrepreneurs and regular employees, according to Thomas and Mueller (2000), is the willingness to take risks. Because the former immediately assumes the risk of loss or gain, being an entrepreneur also sets one apart from professional management in a corporation. But as Erdem (2001) and Littunen (2000) note, being an entrepreneur entails taking all risks linked to employment opportunities, emotional state, health, and family relationships. As a result, it stands to reason that a person would have to agree to take on all associated risks when deciding to start their own business. According to Bolton & Lane (2012), the desire to launch a business is strongly connected with innovation and taking chances.

According to Lazear (2004), those with a balanced skill set are more likely to become entrepreneurs, while those with unbalanced skill sets can develop them by receiving the right training, doing a variety of job functions, and working for several employers. Lazear (2005) further states that through formal education or on-the-job training, people can invest in learning and obtaining a variety of skills. People who are interested in an entrepreneurial career may choose to go to school or work at numerous jobs to develop the necessary abilities. A person who has experience in education or the workforce will be more qualified to start their own business. The most important human outcomes obtained by formal or informal education are skills, according to Becker (1964), Silva (2007), and Unger et al. (2011). While confirming that entrepreneurship education is a significant source of talent (Ucbasaran et al., 2008).

Theoretical framework

The theory of skill acquisition is central to the study. According to Dekeyser, the fundamental premise of the skill acquisition theory (2007), "is that the learning of a wide variety of skills shows a remarkable similarity in development from initial

representation of knowledge through initial changes in behavior to eventual fluent, spontaneous, largely effortless, and highly skilled behavior, and that this set of phenomena can be accounted for by a set of basic principles common to acquisition of all skills.

In sum, as mentioned by Speelman (2005), skill acquisition can be considered as a specific form of learning, where learning has been defined as "the representation of information in memory concerning some environmental or cognitive event". Therefore, according to him, skill acquisition is a form of learning where "skilled behaviors can become routinized and even automatic under some conditions". And, as a general theory of learning, it claims that adults commence learning something through largely explicit processes, and with subsequent sufficient practice and exposure, move into implicit processes. This theory is relevant to this study as it portrays skill acquisition as a learning process that can translate to having skilled manpower which can work towards enhancing the economic development of any given nation.

Empirical Review

Akpan & Etor, (2018) examined lecturers perception of the relevance of entrepreneurship education to graduate self employment; the types of entrepreneurial skill students should acquire to empower them for job creation and the constraints to effective teaching of entrepreneurial courses in Nigerian universities. Survey design was adopted and simple random sampling technique was used to select 480 lecturers from a population of 4,389 academic staff from four universities. The result of the study showed that lecturers were positive in their perception of the relevance of entrepreneurship education as an empowerment strategy for graduate self-employment. Male and female lecturers did not differ significantly in their rating of the relevance of entrepreneurship education to graduate self-employment. Lecturers rated information skill as the most important skill students should acquire in their preparation for entrepreneurship, followed by financial management skill and risk taking skill. Large class size, inadequate funding and poor mindset of students towards entrepreneurship education were rated as the major constraints to effective entrepreneurship curriculum content delivery. Premised on these findings, it was recommended that government should provide adequate funds to universities to enable them establish and equip entrepreneurial development centers for practical work and adequate teaching personnel both in quality and quantity should be employed to teach entrepreneurial courses in universities.

Muogbo, & John-Akamelu (2018), examined the impact of entrepreneurial skill in reducing youth unemployment in Nigeria with reference to ABC Transport Company in Anambra State. The broad objectives of this study is to examine the possibly ways of eradicating unemployment through the introduction of entrepreneurial skills. The study is a descriptive survey design. Questionnaire items were distributed to 160 respondents to gather factual information about the topic. Their responses were tested using appropriate statistic tools like the simple percentage and the chi-square method. The study found

that there are roles entrepreneurial skills and businesses play in youth employment in Nigeria through entrepreneurial development. Furthermore, it also shows that youths in Anambra state can be given basic training on how best to establish and grow business enterprise in local communities within the state. The study therefore recommends that government should remove corruption and greed and formulate policies that will promote the success of entrepreneurship and free enterprise; government should assist entrepreneurs through regular marketing workshops and seminars in conjunction with the manufacturers association of Nigeria (MAN) and chambers of commerce and industries.

Ngerem & Ezikpe (2016) investigated the role of entrepreneurial education on secondary school students' economic development in Imo state of Nigeria. Three research questions guided the study according to three objectives of the study. The population of the study comprised 5,047 teachers in the 274 public secondary schools in Imo state with the sample of 547 teachers sampled through the stratified proportionate random sampling technique. A questionnaire titled Teachers' Perceived Influence of Entrepreneurship Education for Economic Development on Secondary School Students (TPIIEEDSSSQ) consisting of 30 items was structured alongside four point rating scale. Test re-test reliability was used to ascertain the reliability of the instrument with the Pearson product moment correlation coefficient statistic and a coefficient of 0.76 was realized. The findings showed that entrepreneurial skills are required for economic development, and that adequate financial management competencies are required by teachers of secondary schools to enable them transfer the correct entrepreneurial skills into the students for economic development. From the findings of the study, the researchers recommended among others that the ministry of education should provide adequate number of human and material resources needed for entrepreneurship education for the transfer and acquisition of knowledge, skills and competencies.

Etoneyeaku, Kanu, Ezeji, & Chukwuma (2016) determined the entrepreneurial skill needs required by secretarial education graduates of college of education for self sustainability in Enugu State. Four research questions and two null hypotheses guided the study. The study adopted a descriptive research design that made use of 40 item structured questionnaires. The population for the study was 238 respondents. The questionnaire was face-validated by three experts. Cronbach Alpha method was used to determine the reliability of the items and a coefficient of 0.75 was obtained. The questionnaire was administered on 238 respondents by the researchers with the help of three research assistants trained by the researchers. Two hundred and thirty-eight copies of the questionnaire were returned and considered valid. The analysis was done using mean for research questions and t-test statistic for the hypotheses. The findings revealed that the 40 entrepreneurial skill needs were required by the graduates for self sustainability. It therefore was recommended among others that

secretarial education graduates should be encouraged to acquaint themselves

Ogundele, Akingbade & Akinlabi (2012) conducted a study on entrepreneurship training and education as strategic tools for poverty alleviation in Nigeria. Using a stratified random sampling technique, 250 entrepreneurs and apprenticeships from five recognized local government areas in Lagos state, South Western Nigeria were selected as respondents. Data were gathered through a self-monitored questionnaire survey. Simple regression analysis was used to test the relationship between the entrepreneurship training and education and poverty alleviation. Two hypotheses were postulated to determine the relationship between technical skill and youth empowerment and between personal entrepreneurial skill and social welfare services. This study confirmed that entrepreneurship training and education are significantly related to the youth empowerment and social welfare services. Findings revealed that youth empowerment are influenced by their acquired technical skill. This skill has been handed over to Nigerian universities but unveiling how far they have managed this responsibility is in part, the reason for the present study.

Onah (2016) carried out a study on entrepreneurship education needs of self-employed artisans and craftsmen in Enugu urban. The purpose of the study was to find out the entrepreneurial education needs required by craftsmen and artisans. Six research questions and three null hypotheses guided the study. The researcher used descriptive design for the study. The population of the study comprised 1,840 artisans/craftsmen while the sample used for the study was 600 artisans/craftsmen. The instrument used for data collection was a structured 30-item questionnaire. Mean scores were used to answer the research questions while a two-way ANOVA was used to test the null hypothesis. The findings of the study show that six entrepreneurial skills, which include management skills, accounting skills, public relation skills, marketing skills, communication skills and record keeping skills are very important to every self-employed craftsmen and artisan. The study suggested strategies self-employed craftsmen and artisan could utilize to meet up with or realize their goals. These strategies include; skills in stating or formulating clear goals with good initiative; ability to maintain/sustain personal drive, competency in maintaining singleness of purpose; skills in developing the right attitudes to work.

III. METHODOLOGY

This study adopted descriptive survey research design. The study was conducted in the state universities in the South-East geopolitical zone of Nigeria made up of five states which are Abia state, Anambra state, Ebonyi state, Enugu state, and Imo state. The population of the study comprise of all the final year Accountancy and Business Administration students in the five State Universities in South East geopolitical Zone in Nigeria. Below is the breakdown of their population as presented in table 1 below.

Table 1: Population of the Selected Students of the State Owned Universities in South East

	Name of Universities	Business Administration	Accountancy
1	Abia State University	75	154
2	Chukwuemeka Odumegwu Ojukwu University	130	167
3	Ebonyi State University	48	119
4	Enugu State University	79	130
5	Imo State University	220	203
	TOTAL	552	773
	Grand total		1325

Source: Departmental Secretary of the State Universities 2021

In determining the sample size, Taro Yamane’s formular was adopted. This is derived mathematically as shown below.

$$\text{Which is, } n = \frac{N}{1 + N(e)^2}$$

Where N = Population of the study

n = sample size

E = level of significance

I = Unit (a constant value)

E = 0.05

Since the population of the study = 1325

Substituting for n (sample size), it becomes

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{1325}{1 + 1325 \times 0.0025}$$

$$\text{Therefore: } n = \frac{1325}{1 + 1325 \times 0.0025}$$

Therefore, sample size (n) is = 307

Accordingly, the individual states’ sample allocations were proportionately stratified as follows:

Table 2: Distribution of the Sample Allocation of Total by States Universities

S/N	State University	Population	Sample Allocation
1.	Abia State University	229 (229 × 307 ÷ 1325)	53
2.	Anambra (C.O.O.U)	297 (297 × 307 ÷ 1325)	69
3.	Ebonyi State University	167 (167 × 307 ÷ 1325)	39
4.	Enugu State University	209 (209 × 307 ÷ 1325)	48
5.	Imo State University	423 (423 × 307 ÷ 1325)	98
	Total	1325	307

Source: Field Survey, 2021

The paper adopted the Likert structured questionnaire. This ranges from strongly agree (5), agree (4), undecided (3),

disagree (2) strongly disagree (1). The questionnaire contains two sections. Section A focus on respondents’ demographic data such as age, level of education, gender while section B borders on issues that relate to effect of flexible working and employee performance in manufacturing industries.

The research instrument was subjected to face and content validity procedures. However, the reliability of the questionnaire was established through the test- retest method,

and the internal consistency in the Cronbach’s Alpha reliability coefficient was 0.773.

The data collected were analyzed using both descriptive and inferential statistics. Descriptive statistics which included simple percentages was used to answer the research questions while inferential statistics involving Pearson Product Moment Correlation coefficient was used to test the hypotheses. The test was performed at 0.05 level of significance.

IV. DATA PRESENTATION AND ANALYSIS

Table 31: Frequency distribution of skill acquisition relates with human capital development

S/N	Element of Skill Acquisition	Strongly disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly agree (5)
1	I have participated in a skill acquisition program in my school	20 (10.2%)	86 (29.1%)	12 (6.0%)	142 (44.5%)	37 (10.2%)
2	Resource persons were often called to come and teach us	15 (4.1%)	34 (11.0%)	8 (7.4%)	136 (48.9%)	104 (28.6%)
3	Skill acquisition programs carried out in my school is poor	4 (1.1%)	27 (7.4%)	4 (1.1%)	160 (54.1%)	102 (36.3%)
4	Skill Acquisition programs in my school are done by competent, experienced and qualified instructors	14 (3.0%)	27 (12.9%)	7 (4.7%)	140 (49.5%)	109 (29.9%)
5	There is a conducive environment for skill acquisition programmes in my school	4 (1.1%)	26 (7.1%)	6 (1.6%)	174 (64.3%)	87 (25.8%)

Field Survey 2022

The table above shows the respondents response on skill acquisition and human capital development of states universities students in the south-east, Nigeria. Majority of the respondents, 142 (44.5%) and 37 (10.2%) agree and strongly agree respectively to the statement that they have participated in a skill acquisition programme in their school. 20 respondents representing 6.7% and 86 representing 29.1% opposed this statement while 12 respondents representing 6.0% were undecided.

On the statement that resource persons were often called to come and teach, majority of the respondents, 136 (48.9%) and 104 (28.6%) were in agreement to the statement. 15 (4.1%) and 34 (11.0%) strongly disagree/disagree to the statement while 8 (7.4%) remained undecided.

On the statement that skill acquisition programmes carried out in the school is poor, more than half of the respondents, 160 representing 54.1% and 102 representing 36.3% were in agreement to the statement. 4 respondents representing 1.1% and 27 respondents representing 7.4% opposed the statement while 4 (1.3%) were neither in agreement nor disagreement.

Furthermore, 140 respondents representing 49.5% and 109 representing 29.9% which is more than half of the respondents were in agreement to the statement that skill acquisition programmes in their school are done by competent, experienced and qualified instructors. 14 respondents representing 3.0% and 27 respondents representing 12.9% were in disagreement to the statement while 7 (4.7%) remained undecided.

Also, on the statement that there is a conducive environment for skill acquisition programmes in the school, greater number of the respondents, 174 (63.3%) and 87 (25.8%), strongly

agree/agree to the statement. 4 (1.1%) and 26 (7.1%) strongly disagree/ disagree while 6 (1.6%) were undecided to the statement.

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

Table 4: Pearson’s correlation between skill acquisition and human capital development

		Skill acquisition	Human capital development
Skill acquisition	Pearson’s Correlation	1	413**
	Sig. (2-tailed)		.001
	N	297	297
Human capital development	Pearson’s Correlation	413**	1
	Sig. (2-tailed)	.001	
	N	297	297

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

Table 4 reveals the correlation coefficient between skill acquisition and human capital development (r = 0.611, p<0.05). From the correlation coefficient table, it is clear that skill acquisition is positively and significantly correlated with the dependent variable (human capital development). The value of p is lower than 0.05 and the correlation coefficient is 0.413 or 41.3%. With this level of significance, the null hypothesis was rejected and this implies that there is a positive and significant positive relationship between skill acquisition and human capital development of students of state universities in the South-East Nigeria. However, the relationship between the two variables is not only significant but equally moderate and positive.

V. DISCUSSION OF FINDINGS

Test of hypothesis revealed that there is a positive and significant relationship between skill acquisition and human capital development of students of state universities in the South-East Nigeria.

This finding agrees with the findings of Akpan and Etor (2018), who discovered that entrepreneurial skills are the most important skills students should acquire in their preparation for entrepreneurship. This also goes in line with the findings of Muogbo and John-Akamelu (2018), in their study, the impact of entrepreneurial skills in reducing youth unemployment in Nigeria with reference to ABC Transport Anambra state, found that entrepreneurial skills play important role on youth employment in Nigeria through entrepreneurial development. In the same vein, the findings of Ngerem and Ezikpe (2016) who investigated the role of entrepreneurial education on secondary school students economic development in Imo state discovered that entrepreneurial skills are required by economic development of the students. This finding is in consonance with findings of Etonyeaku, Kanu, Ezeji and Chukwuma (2016) who discovered that there are forty (40) entrepreneurial skills needs required by the graduates for self sustainability. Ogundele, akingbade and Akinlabi (2012) found that youth empowerment are influenced by their acquired technical skill. The finding is also in agreement with the findings of Onah (2016) who revealed that there are six entrepreneurial skills needed for self development include management skills, accounting skills, public relation skills, marketing skills, communication skill and record keeping skills.

VI. CONCLUSION AND RECOMMENDATIONS

From the analysis, the study concludes that there is significant and positive relationship between entrepreneurial skills acquisition and human capital development. Based on the findings, the study recommends that students should be equipped with entrepreneurial skills that will enable them to become job creators instead of job seekers after graduation.

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