Human Capital Development and Education: A Strategy for Sustainable Income Among University Undergraduates in Edo and Lagos States, Nigeria

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Abstract: The decline of human capital and education attainment in Nigeria, such as skill, values, qualifications and productivity capacity reflects in the rise in unemployment, poverty, robbery, kidnapping, ritual practices for quick money amongst others. These related social ills constitute a hydra-headed monster that plagues Nigerians today. This scenario is a serious source of concern and worry. The study assessed human capital development and education as a strategy for sustainable income among university undergraduates in Edo and Lagos states, Nigeria. The study determined the different types of human capital education that incorporates lifelong skills in the universities of Benin and Lagos, Nigeria, and the strategies for sustainable income among university undergraduates in Nigeria. The study was carried out in Universities of Benin and Lagos, Nigeria. The study was guided by three research questions and two hypotheses. Related literatures were reviewed. A sample of two hundred (241) respondents from Edo and Lagos state, were selected randomly. The data was analysed using mean, standard deviation and the independent t-test to test the null hypotheses at 0.05 level of significance. The result showed that there is no significant difference between Human capital traits posed by university of Benin and Lagos undergraduates that are taught lifelong skills courses and those that not taught. Also, teaching aligned with the needs in work place during industrial attachment. Base on the findings, among others, is that the Nigerian government should raise education fund for universities to equip their workshops for effective teaching. The study concluded that university education should include human capital development courses to enhance lifelong skills and productivity capacity in the work place.

Keywords: Human capital, Education, Strategy, Sustainable, Income, Undergraduates.

1. Introduction

The employability of mass University undergraduates in Nigeria appears to be on decline in human capitalskills, talent, values, knowledge, intelligence, training, judgment and productivity. Crook, Todd, Combs, Woehr and Ketchen (2011), states that human capital is the backbone in every nation. The economists agreed that there is a strong evidence that organizations that possess and cultivated their human capital outperform other organizations lacking human capital. The question and worry is how can there be development when what taught in the University appears to be different from what is required in the place of work? The unemployment of Nigerian graduates has therefore given rise to poverty, kidnapping, violence, armed robbery, ritual practices for quick money, amongst others. These scenarios appear to gets worse by the day, hence the study-Human Capital Development and Education; a Strategy for Sustainable Income among University Undergraduates in Edo and Lagos States, Nigeria.

To raise effective productivity manpower that is employable or self-sufficient, human capital must be built in the youths while in the universities. Human capital is a collection of traits-all knowledge, talents, skills, abilities, experience, intelligence, training, judgment and wisdom possessed individually and collectively (Goldin, 2016). Stephen (2016) agreed that human capital is the stock of knowledge, habits, social and personality attributes including creativity, embroiled in the ability to perform labour so as to produce economic value. The human capital is therefore valuable to many firms requiring the transferable skills. To enable effective transfer of skills in workplace, university dons should teach knowledge embedded with long-life

skills and capital that will enable employability and self-sufficiency among the graduates. Human capital increases through education and experience. O'Sullivan & Steren (2016) and Abel & Dietz (2012) stated that human capital is important for the development of a nation and a sure strategy for sustainability of income among individual graduates that do not want to be employed by others. Their studies showed therefore that the production of university degrees and research and development activities of educational institutions are related to human capital of metropolitan areas in which they are located. This findings show that the teaching styles of the Nigerian universities needs to be looked into for quality employable and self-sufficient graduate output. Simkovic (2015) noted that studies of structural unemployment have increasingly focused on a mismatch between the stock of job-specific human capital and needs of employers. Recent work calls for an improvement in the linkages between education and the need of employers; therefore, saleable education in human capital becomes relevant.

Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits. Educational methods may include; demonstration, discussion, fieldtrip, storytelling, directed research among others. Education takes place under the guidance educators or university dons. According to the United States Department of Education (2010), university education includes teaching, research which is aimed at imparting broad general knowledge and developing general intellectual capacities which enhances human capital. In agreement, Christopher & Tohn (2004), emphasized that education's contributions to societal purposes includes production of human capital development, shaping graduates into productive members of society, thereby promoting society's general economic development. It has been argued that high rates of education are essential for countries, Nigeria inclusive to be able to achieve high levels of economic growth (Eric, 2005). Role of cognitive skills therefore becomes important in achieving Human Capital development.

Many countries are now drastically changing the way they educate their citizens. Nigerian university dons should also change. Technology need at work is changing an alarming rate, which means that a lot of knowledge becomes obsolete place is more quickly. The emphasis is therefore shifting to teaching lifelong skills to enable employability, self-sufficiency leading to income sustainability. Lifelong education is therefore advocated for sustainable income and development. Rethinking the purpose of education has never been more urgent (Jones, Selby & Sterling, 2010). Education must find ways of responding to employability, violence, kidnapping, arm robbery amongst others in Nigeria. It must take into account multiple worldviews and alternative knowledge systems, as well as new frontiers in science and technology such as the advances in neurosciences and the development in digital technology. Education should be geared towards achieving sustainable income and development to individuals, families and community at large.

Education for sustainable income and development should be an academic approach which can help graduates nurture their knowledge, talents, experiences and productivity. According to Power (2011), education for sustainable development must be revisited in light of a renewed vision of sustainable human and social development that is both equitable and viable. The vision of sustainability must take into consideration the social and employer's needs. Blewitt (2015) asserted that an empowering education is one that build the human capital that is needed to be productive in the place of work, to continue to learn, to solve problems to be creative and to live together and nurture in peace and harmony when nations ensure that such an education is accessible to all throughout their lives, a quiet revolution engine of sustainable development and the key to a better world (Power, 2015). According to Adamiak & Walezak (2016), effective education for sustainability can reduce poverty, improve living condition and ensure sustainable income. Finding a strategy for sustainable income among university undergraduates in Nigeria becomes imperative.

A strategy is a high level plan to achieve one or more goals under conditions of uncertainty (Terra & Passader, 2016). The strategy may be achieved under several subset of skills, such as tactics, siege craft, logistics among others. Strategy generally involves setting goals, determining actions to achieve the goals and mobilizing resources to execute the actions (Wilson, 2012). Rumelt (2011) argued that strategy is about shaping the future. Gearing university undergraduates towards a lifelong skill education for self-sustainability becomes very important. A self-sustainability or self-sufficient person sustains self and employ others. The individual can maintain his/herself by being independent. This means that the individual have a steady source of income, that meets his/her basic needs. For this study, a human capital development and education is sought. The inculcation of life long skills into studies taught in Nigeria University, for the production of individuals in place of work and self-reliant becomes relevant. Sustainable income can reduce poverty, through steady financial flow; good living conditions can improve upon.

Provision of good quality education in Nigeria can improve the human capital of University undergraduates beyond what tradition or informal systems can achieve. Educated and highly skilled workers can foster productivity gains and technology change through innovation, for human capital development and education. The study strategy for sustainable income among university undergraduates in Edo and Lagos

States, in Nigeria, is poised to seek productivity of university undergraduate in place of work is co-related with what is taught in the classroom.

2. Purpose of Study

The major purpose of this study was to investigate human capital development and education, strategy for sustainable income among university undergraduates in Edo and Lagos States, Nigeria. Specifically, the study determined:

- The level of human capital traits possessed by university undergraduate students in Edo and Lagos States
- If education incorporates lifelong skills in universities of Benin and Lagos in Nigeria
- If teaching in the classroom align with the industry requirements during industrial attachments
- Strategies for sustainable income among university undergraduates

2.1. Research Questions

- What is the level of human capital traits possessed by university undergraduate students in Edo and Lagos States?
- What courses in Education incorporates lifelong skills in the Universities of Benin and Lagos States in Nigeria?
- Does teaching in the classroom align with the industry requirements during industrial attachments?
- What are the strategies for sustainable income among university undergraduates?

2.2. Hypotheses

The following hypotheses were tested at 0.05 level of significance:

$H0_1$: There is no significant difference between human capital traits of undergraduates students from University of Benin and University of Lagos.

$H0_2$: There is no significant difference between the strategies for sustainable income among undergraduate students from University of Benin and University of Lagos.

3. Methodology

Area of the Study: The study area for this research is Universities of Benin and Lagos, in Edo State and Lagos States. University of Benin (UNIBEN) is located in Benin City, Edo State, Nigeria. UNIBEN has a student population of 75 thousand (estimated) (2016), and located at $6^020.22$'N, $5^036.009$'' E/6.33370^0N. University of Benin has 13 Faculties. University of Lagos (UNILAG) is a federal government own Research University in Lagos State, South-Western Nigeria. It has a student population of undergraduate 44, 602 (2016) and located 6^013 O'' N 3^0 23 10''E (Source: Educational planning office, University of Benin and University of Lagos, Nigeria).

Design of the Study: Survey research design was adopted for this study. According to Nworgu (2006), survey design enables groups of people or items to be studied by collecting and analyzing data from significant number of people or items perceived to be representative of the entire group.

Sample for the Study: A total sample of 241 University undergraduate students from the University of Benin (UNIBEN) and University of Lagos (UNILAG); UNIBEN--151 and UNILAG--90 was used for this study. This sample was purposively selected the Department of Vocational and Technical Education, UNIBEN and Department of Science and Technology Education, UNILAG.

Instrument of Data Collection: A questionnaire designed by the researcher was the instrument for data collection. This has two sections: section A contained the respondent's demographic information while B contained university respondent's level of human capital traits, courses that incorporates lifelong skills and classroom teaching, industry requirements and strategies for sustainable income.

Data Collection and Data Analysis: two hundred and fourty one (241) copies of questionnaires were distributed by hand by the researcher. All were retrieved and used for the study. Mean and standard deviation were used in answering research questions 1, 2, 3 and 4. The null hypotheses were analysed using t-test tested at 0.05 probability level. The following mean ranges were set for determining university undergraduate's human capital traits, $\bar{x}$=250-4.00, High Extent (HE), $\bar{x}$= 2.49-1.50, Low Extent, 2.50-400, Agreed (A) and 2.49-1.50 = Disagreed (DA).

4. Results

The following findings were made:

Table 1: Percentage Distribution of Respondents showing Area of Specialization

Option	Frequency	Percent	Valid Percent	Cumulative Percent
Business Education	141	58.5	58.5	58.5
Home Economics Education	53	22.0	22.0	80.5
Technical Education	47	19.5	19.5	80.5
Total	**241**	**100.0**	**100.0**	

Source: Computed from Field Work (2019)

The data presented in Table 1 shows the percentage distribution of respondents' area of specialization. The results show that the Business Education respondents are 141, which represents 58.5 percent, Home Economics education respondents are 53, which represents 22.0 percent, and the Technical Education respondents are 47 and this represents 19.5 percent that responded to the items.

Table 2: Mean and Standard Deviation showing the Level of Human Capital Traits Possessed by University Undergraduate Students

S/N	Item	UNILAG N=90 $\bar{x}$	UNIBEN N=151 $\bar{x}$	SD	UNIBEN & UNILAG N=241 Remarks
1	In my dealings, I exhibit an indept knowledge always	3.33	3.31	.669	HE
2	I always have fore-knowledge of the turnout of events or activity before it starts or ends	3.60	3.02	.831	HE
3	I get to understand events or activities as they go	3.14	3.29	.735	HE
4	I work in the group to get a full grip of an event or activity	2.81	3.02	.868	HE
5	I find challenging activities exciting	3.30	2.88	.955	HE
6	I have the ability to do most things	2.98	3.01	.834	HE
7	I have to set up a small scale business that bring in a steady income daily profits	2.95	2.97	.952	HE
8	In my business of leadership, talent and even celebrity is explored.	2.93	2.98	.878	HE
9	I personally produce the goods that I market	2.50	2.51	.996	HE
10	I started my business collaborating with a group of trusted course mates.	2.35	2.34	1.057	LE
	Cluster	**285**	**2.93**		**HE**

Significant Score > 2.50 　　　　　　　　　　　　　　　　Source: Computed from Field Work (2019)

In response to research question one, Table 2 shows that the respondents rated item one to nine as high extent with a mean rating ranging from 2.51 to 3.31 from UNIBEN and 3.60to 2.35 for UNILAG and one item was rated a low extent with a mean rating of 2.34 and 2.35. The standard deviation also ranges from .669 to 1.057. With these results, the above mean score shows that the level of human capital traits possessed by university undergraduates' students in Edo and Lagos State is of high extent.

Table 3: Mean and Standard Deviation showing courses in Education that incorporates lifelong skills in the Universities

S/N	Item	UNILAG N=90 $\bar{x}$	UNIBEN N=151 $\bar{x}$	SD	UNIBEN & UNILAG N=241 Remarks
1	Tailoring	2.51	2.50	1.137	Agreed
2	Designing	2.90	2.74	1.069	Agreed
3	Catering	2.78	2.71	1.059	Agreed
4	Event planning	2.40	2.46	1.072	Disagreed
5	Computer programming	2.40	2.39	1.079	Disagreed
6	Wiring houses	2.00	2.17	1.109	Disagreed
7	Paint production	2.03	2.01	1.033	Disagreed
8	Car service/repair	1.50	1.98	.917	Disagreed
9	Shoe making	2.05	2.07	.979	Disagreed
10	Bleach production	2.05	2.05	1.022	Disagreed
11	Kitchen wash/soap production	2.00	2.16	.993	Disagreed
12	Electrical/gadget repairs	2.09	2.22	1.098	Disagreed
13	Drawing and painting	2.30	2.38	1.070	Disagreed
	Cluster	**2.28**	**2.30**		**Disagreed**

Significant Score > 2.50   Source: Computed from Field Work (2019)

The data analysis in Table 3 shows that the respondents rated item one to three as agreed with a mean rating ranging from 2.50 to 2.74, 2.90 to 2.51 while item four to thirteen was rated as disagreed with a mean rating ranging from 1.98 to 2.46 and 1.50 to 2.40. The standard deviation also ranges from .917 to 1.137. The results however shows that some of the courses taught in Education does not incorporates or promote lifelong skills in the Universities of Benin and Lagos in Nigeria.

Table 4. Mean and Standard Deviation Showing Classroom Teachings and Industry Requirements

S/N	Item	UNILAG $\bar{x}$ N=90	UNIBEN N=151 $\bar{x}$	SD	UNIBEN & UNILAG N=241 Remarks
1	I was readily absorbed because I had the abilities/skills required in the industry	2.60	2.84	.989	Agreed
2	The teachings and the requirements of the industry were different, so I was not taken	2.45	2.40	1.087	Disagreed
3	While in industrial attachment, my boss was teaching me almost everything	2.50	2.65	1.054	Agreed
4	A crash training programme was organized for me to understand what the company needed	2.60	2.67	1.063	Agreed
5	I wish what was taught in the classroom was in line with the requirements of the industry.	2.77	2.77	.990	Agreed
	Cluster	**2.57**	**2.67**		**Agreed**

Significant Score > 2.50   Source: Computed from Field Work (2019)

Table 4 shows that the respondents rated item one and item three to five as agreed with a mean rating ranging from 2.65 to 2.84 and 2.50 to 2.11 while item two was rated as disagreed with a mean rating of 2.40 and 2.45. The standard deviation rating ranges from .989 to 1.087. The results therefore reveal that teachings in the classroom align with the industry requirements during industrial attachments in Nigeria.

Table 5. Mean and Standard Deviation for Strategies for Sustainable Income among University Undergraduates

S/N	Item	UNILAG N=90 $\bar{x}$	UNIBEN N=151 $\bar{x}$	SD	UNIBEN & UNILAG N=241 Remarks
1	I engage in housing building	2.29	2.28	1.112	Disagreed
2	I engage in wiring houses	2.35	2.32	1.074	Disagreed
3	I engage in event panning	2.50	2.53	1.095	Agreed
4	I make clothes for individuals	2.54	2.55	1.079	Agreed
5	I make shoes	2.19	2.17	1.042	Disagreed
6	I join my lecturers' in field work	2.39	2.39	1.067	Disagreed
	Cluster	**2.90**	**2.93**		**Agreed**

Significant Score > 2.50   Source: Computed from Field Work (2019)

In response to research question four, table 5 indicates that the respondents rated item one & two and item five & six as disagreed with a mean rating ranging from 2.17 to 2.39 and 2.19 to 2.39 while item two and three were rated as agreed with a mean rating between 2.53 to 2.55 and 2.50 to 2.54. The standard deviation rating ranges from 1.042 to 1.112. The results therefore reveal that there are poor strategies for sustainable income among university undergraduates in Nigeria.

Table 6. t-test showing Difference between Human Capital (HC) Traits of Undergraduate Students in University of Benin and University of Lagos

HC Traits	N	Mean	SD	df	t-val	p-val	Decision
UNIBEN	151	29.56	4.395	239	1.033	.302	NS
UNILAG	90	28.94	4.658				

P-Value is not Significant at 0.05 level (2-tailed)   Sources: Computed from Field Work, (2019)

Table 6 shows the mean difference between UNIBEN and UNILAG undergraduate students' human capital traits. The table reveals the mean score for UNIBEN is 29.56 and for UNILAG is 28.94 with a degree of freedom of 239 and a calculated t-val of 1.033. The t-value is not significant at p-value of 0.302, because it is higher than alpha value of 0.05. Therefore null hypothesis which states that there is no significant difference between human capital traits of undergraduate students from university of Benin and university of Lagos Nigeria is retained. Consequently, there is no significant difference between human capital traits possessed by undergraduate students from university of Benin and university of Lagos Nigeria.

Table 7. t-test showing Difference between Strategies for Sustainable Income of Undergraduate Students in University of Benin and University of Lagos

Institution	N	Mean	SD	df	t-val	p-val	Decision
UNIBEN	151	13.99	4.139	239	-1.259	.209	NS
UNILAG	90	14.69	4.271	UNILAG	90		

P-Value is not Significant at 0.05 level (2-tailed)   Sources: Computed from Field Work, (2019)

The data analysis in Table 7 shows the mean difference between strategies for sustainable income of undergraduate students in university of Benin and university of Lagos. The table reveals the mean score for UNIBEN is 13.99 and for UNILAG is 14.69 with a degree of freedom of 239 and a calculated t-val of -1.259. The t-value is not significant at p-value of 0.209, because it is higher than alpha value of 0.05. Therefore null hypothesis which states that there is no significant difference between the strategies for sustainable income among undergraduate students in university of Benin and university of Lagos Nigeria is retained. Consequently, there is no significant difference between the strategies for sustainable income among undergraduate students in university of Benin and university of Lagos Nigeria.

5.   Discussion of Findings

The study has shown that the human capital traits posed by university undergraduate students in Edo and Lagos state is of high extent. All the suggested items indicating the level of human capital traits possessed by university undergraduate students were of high extent. This finding is in agreement with Goldin (2016) and Stephen (2016), who stated that human capital is a collection of traits-all knowledge, talents, skills, abilities, experiences, intelligence, training, judgments and wisdom possessed individually and collectively.

The findings of the study also showed that some courses in Education incorporates lifelong skills in the universities, while others do not. The results shown in table 3 indicates that some of the courses taught in Education does not incorporate or promote lifelong skills in the Universities of Benin and Lagos in Nigeria. In agreement with this findings, United States Department of Education (2010) stated that university education includes teaching, research which is aimed at imparting broad general knowledge and developing general intellectual capacities which enhances human capital. Hence, Jones, Selby & Sterling (2010) advocated for lifelong education to enable sustainable income and development. It is important therefore that longlife skills should be incorporated to enhance self-sustenance among the students after graduation.

The findings of the study further showed that the teachings in the classroom for vocational and technical education students align with the industry requirements during industrial attachments in Nigeria. In agreement, Blewitt (2015), asserted that an empowering education is one that build the human capital that is needed to be productive in the place of work.

The findings of the study also revealed that there are poor strategies for sustainable income among university undergraduates in Nigeria. Wilson (2012), agreed that strategy generally involves setting goals, determining actions to achieve the goals and mobilizing resources to execute the actions. Rumelt (2011) agreed that strategy is about shaping the future, but the findings shows that university Dons in Nigeria need work towards producing undergraduates that can sustain themselves inconomically after school.

The findings of the study also revealed that there is no significant difference between human capital traits possessed by undergraduate students from university of Benin and University of Lagos, Nigeria. The findings of the study revealed that there is no significant difference between the strategies for sustainable income among undergraduate students of the University of Benin and University of Lagos, Nigeria. Generally therefore, Nigerian university Dons needs to change their teaching styles to produce human capital that can fit into work force and be self-sustainable.

6.   Conclusion

Non-employability of undergraduates in Nigeria appears to be on increase. There is the need to train effective productivity manpower that in employable or self-sufficient; human capital must be built in the youths while in the universities. The human capital is therefore valuable to many firms requiring the transferable skills. To enable effective transfer of skills in workplace, university dons should tech knowledge embedded with longlife skills and capital that will be enable employability ad self-sufficiency among the graduates. Education for sustainable income and development should be an academic approach which can help graduates nuture their knowledge, talents, experiences and productivity. Teaching strategies of a sustainable income among university undergraduates in Nigeria therefore becomes imperative.

7.   Recommendations
- University dons should visit the industries quarterly to know the needs of the industries so as to reposition
- Undergraduates should be taught how to use knowledge and skills to develop income generating outlets
- University dons attends international conferences and workshops to align themselves with new ways of teaching and impacting technology into their students

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