

The impact of entrepreneurship education on the entrepreneurial intention of Nigerian Students

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ABSTRACT: This study is an empirical review of the impact of entrepreneurial education on the entrepreneurial intention of Nigerian students. The study adopted a qualitative research method by using journals, textbooks, and articles that are relevant to the field. The study identified that entrepreneurship brought identifying new entrepreneurial opportunities and converting them into marketable products or services. It also showed that entrepreneurial intentions are a strong determinant of entrepreneurial behaviour. Also, the impact of entrepreneurship education on an entrepreneurial intention to business set up is poorly understood at present and has remained relatively untested. The theory of planned behavior is very well applicable in assessing the impact of entrepreneurial education on the entrepreneurial intention of Nigerian students. The study also identified that the Nigerian economy would experience growth and development if entrepreneurship developments are accorded the needed attention and insecurity would be greatly reduced. The entrepreneurial education programs in Nigeria should be revigorated through an improved curriculum and the teachers/ lecturers handling the related academic programs should be people who are competent in the area of entrepreneurship.

I. INTRODUCTION

All over the world today, countries are faced with numerous challenges ranging from poverty, insecurity, hunger, unemployment. The Africa continent and some countries in South America and Asia are major people affected by this problem. The unemployment rate is very high in these countries which have directly or indirectly fuelled other economic problems mentioned above. According to the National Bureau of Statistics (NBS), Nigeria's unemployment rate was above 22.7% as in the third quarter of 2018 and the number keeps on increasing year by year as universities roll out graduates. These graduates do

not have hope of securing a good job and their seniors who passed out years ago are roaming the street looking for a white-collar job that is not in existence. According to Onuoha (2008), the rate of unemployment in Nigeria has led the youth of the South-South zone of the country into vandalism and hawking of adulterated petroleum product and the South -West youths such as in Lagos into area boys with Boko Haram at the North-East as the female youths of the societies engage in prostitution, all in a bid to eke out a living.

The dynamics of the business environment have made entrepreneurship the navigator of employment worldwide. Entrepreneurship is one of the most reliable apparatus to achieve the economic growth of Nigeria through innovation and employment (Elfenbein, et al., 2010; Guerrero, et al., 2008; Verheul, et al., 2012; Zhang, et al., 2013).

According to Ekonometri and İstatistik (2015), entrepreneurship refers to the activities of identifying new opportunities and working towards exploiting opportunities to make profits. In Nigeria, the history of entrepreneurs cannot be complete without mentioning the likes of Alhaji Aliko Dangote of Dangote Group with a net worth of \$10.3 billion, Mr. Mike Adenuga of Globacom with a net worth \$9.2 billion, Mrs. Folounsho Alakija of Famfa Oil group with a net worth \$1.1 billion, Abdulsamad Rabiu of BUA group with a net worth of \$1.6 billion, Tony Elumelu, founder of Heirs Holdings with a net worth of \$700 million as at 2015 among others. According to Kuratko and Hodgetts (1998), an entrepreneur is an innovator or developer who recognizes and seizes opportunities; converts these opportunities into workable/marketable ideas; adds value through time, effort, money or skills; assumes the risks of the competitive marketplace to implement these ideas and realizes the rewards from these efforts.

Schaper, et al., (2011), entrepreneurship is defined as the process, brought about by individuals who identify new entrepreneurial opportunities and convert them into marketable products or services. Entrepreneurship has led to employment generation, economic growth, and sustainable development (Anyadike, 2012) and Nigerian youths have some sterling qualities such as resourcefulness, initiative, drive, ambition, energy, among other qualities which are valuable traits for entrepreneurship development. According to Anyadike, (2012) entrepreneurship is more than simply starting a business. The role of these entrepreneurs increases the economic welfare and social development of the family members who depend on the entrepreneurs for daily survival.

According to the 2012 Global Entrepreneurship Monitor (GEM) Global Report, in Nigeria, the perceptions about opportunities and capabilities indicate a ready supply of entrepreneurs, and this is followed by the impressions of entrepreneurship being a good career choice. Entrepreneurs have high growth expectations, with one-third anticipating adding more than five jobs in the next five years. The Nigerian entrepreneurs were put at above 34 percent based on the data, it was discovered that three persons out of five Nigerian who lost jobs go into entrepreneurship and most individuals have a high perception about the existence of good opportunities. According to GEM, the following are the different classes of entrepreneurs.

Potential entrepreneurs – these groups of entrepreneurs are those who see opportunities in their environments, have the capabilities to start businesses, and are undeterred by fear of failure.

Intentional entrepreneurs – these groups of entrepreneurs are those who intend to start in the future (in the next three years).

Nascent entrepreneurs – these groups of entrepreneurs are those who have taken steps to establish a new business but have not yet paid wages for more than three months.

New entrepreneurs – these groups of entrepreneurs are those who are running new businesses that have been in operation between three and 42 months and are paying wages.

Established business owners – these groups of entrepreneurs are those who are running a mature business and have been operating for more than 42 months.

Discontinued entrepreneurs – these groups of entrepreneurs are those who, for whatever reason,

have exited from running a business in the past year. (GEM, 2012)

The development of entrepreneurship in Nigeria has reached a certain level but needs more concerted efforts for it to get to the desired level, and this calls for government more robust policies that will help Nigeria youths to develop more interest in entrepreneurship. Nigerian universities and colleges have very important roles to play in ensuring that this important skill is developed in schools so that more students would have a passion for entrepreneurship even before leaving schools. This would help address the issue of alarming unemployment, help people be job creators instead of job seekers, and contribute to the economic development of Nigeria.

Objective.

The level of unemployment and the need for the youths to engage in entrepreneurship has prompted effort towards actions aimed at boosting and directing the psyche of the youth towards entrepreneurship through entrepreneurship education. Therefore, this study is aimed at examining the impact of entrepreneurial education on entrepreneurial intentions of Nigerian students, because of its importance on job creation.

II. RESEARCH METHODOLOGY

This is an empirical study of recent and past literature that examined the impact of entrepreneurial education on entrepreneurial intentions of Nigerian students. This means that secondary data was used in the study, therefore the research used a qualitative research method. The study employed a thematic review of the sections relating to the topic with their critical appraisal on the impact of entrepreneurial education on entrepreneurial intentions of Nigerian students.

III. LITERATURE REVIEW.

Historically, the impact of entrepreneurship occasioned the attention of various scholars and led to the emergence of the concept of entrepreneurship education. The concept of entrepreneurship came into existence through the works of French economist Richard Cantilena, who was the first to introduce the concept "entrepreneur" in his work in 1755 (Schumpeter, 1951). He opined that an entrepreneur is a risk-taker (Burnett, 2000). However, some scholars like Jean-Baptiste Say who examined the concept in an advanced way in his work in 1821 argued that an entrepreneur is an economist, and he

identified entrepreneurship as a new economic phenomenon (Wikipedia, 2010). With the above submissions, we can conclude that the concept “entrepreneur” is as old as the discipline of economics itself. This is due to the fact it was economists such as Adam Smith, David Ricardo, and John Stuart Mill who did extensive work on the subject matter, though another scholar albeit infer it as “business management”. Mill pointed out the significance of entrepreneurship for economic growth and development and his view was supported by renowned economist, Alfred Marshall who pointed entrepreneurship as an important factor of production in 1890. Entrepreneurship is the driving element that coordinates all other factors of production to create goods and services. Entrepreneurship can also be viewed as self-employment of any sort of an integrated activity or process that identifies opportunities, invest in the opportunities, and be willing to take the calculated risk.

Global perspective

From the global perspective, the effect of entrepreneurship has been felt in various economies and has impacted positively both to developing and developed countries of the world such as countries in Africa and Europe respectively (Van Stel et al 2004). The study carried out by Wong et al., (2005) identified the theoretical relationship between the economic growth of nations and entrepreneurship. The empirical study also found evidence between the creation of new businesses and economic growth. In a further study, Valliere and Peterson (2009) argued that entrepreneurship contributes to economic growth through innovation, higher competitive pressures, and a combination of available resources. The author noted that the interactions of the business organisations, institutions of higher learning, normative structures, and technologically driving policies of different regimes improve the growth of an economy through entrepreneurship both in developing and developed countries. This is made possible by its ability to make resource units function as a system with the collective objective and shared goals.

In this argument they echoed previous research that had found that the contribution of entrepreneurship to economic growth differs for countries in different stages of economic development (van Stel, Carree, and Thurik 2004)

Entrepreneurship Education

The efforts of preparing students for the future business world remains in the hands of business schools. To achieve this, the schools must remain relevant and be up and doing. In the opinion of Adeola and Bolarinwa (2010), entrepreneurship education is any formalized teaching, training that intends to educate anyone interested in business innovation or small business development. For Uzo-Okonkwo (2013), entrepreneurship education refers to the act of supplying individuals with the ability to identify opportunities and insight, self-esteem, knowledge, and expertise to invest in them. It is on the above submissions, that education plays a vital role in teaching and developing entrepreneurial skills (Ács et al., 2016). Consequently, findings have suggested that the business school is not living up to the expectations of grooming the students enough as expected and the relevancy is yet to be seen, thereby having negative effects on the part of the students (Muff,2012). It was observed that some of the entrepreneurial courses are handled by teachers who do not have the required experience of entrepreneurship (Uzoagulu, 2012).

In Nigeria, students get their tertiary education or post-basic education from institutions like Colleges of Education, Universities, Polytechnics among others (the Federal Republic of Nigeria, 2013). The national policy on education (as provided by the universities, and polytechnics) serves as the best contributor to national development. To achieve the aim of the policy, tertiary institutions should ensure compulsory entrepreneurial skills acquisition for all Nigerian students. Entrepreneurship education can be defined as any program or process of education for the acquisition of entrepreneurial attitudes and skills. It can also be viewed as those programs that seek to prepare students of various institutions in the area of entrepreneurship which helps them identify those new opportunities and innovations that would reduce unemployment in Nigeria and improve self-reliance. According to the National Bureau of Statistics (NBS), the unemployment rate was above 22.7% as in the third quarter of 2018 and the numbers keep on increasing year by year as universities roll out graduates (National Bureau of Statistics, 2018). Adebisi and Oni, (2012) opined that the absence of entrepreneurship expertise is no doubt the cause of the unemployment problem in Nigeria. This is evident as many graduates stay up to five years and above before getting a job and in most cases, would not be employed and in some cases, the majority would settle for under-employment for survival. It is in no

small measure the contributing factor to the graduates' and youths' unemployment in the countries.

Some subjects such as introductory technology in the past are meant to prepare students in secondary school to acquire basic vocations like woodwork, metalwork, basic electronics, technical drawing, automobile mechanics, among others. This is to enable students to be productive at the end of the Junior Secondary School. The current curriculum has changed the integrated subject to what is known as the Basic Technology. Subjects such as Agricultural Science, Typewriting, Commerce, Auto Mechanics, Food, and Nutrition are integrated vocational subjects at the secondary level which are meant to impact the entrepreneurial intention of the students post-primary level of education. There have been modern changes in the Nigerian curriculum to develop the current entrepreneurial skills. Entrepreneurial subjects such as Data processing, Photography, Catering, Craft among others have been added to a new secondary curriculum which came into effect in September 2011. It has also made it compulsory for every senior secondary school student to attempt at least a subject from the trade/ entrepreneurship subjects at their final examination (Ofedili and Ofoegbu, 2011)

There is an urgent need to reposition education in Nigeria especially the tertiary education policies and teaching tools to meet the present reality of entrepreneurship of the 21st century. Though the Nigerian Universities Commission (NUC) should be commended for coming up with a policy that made entrepreneurship education compulsory in all tertiary institution's curriculum and for all the undergraduates in the faculty of education. Entrepreneurship studies help to make students think about how to be job creators rather than job seekers after graduation from tertiary institutions. The National University Commission (NUC) has embarked on entrepreneurship campaigns in the universities in Nigeria with objectives of empowering the people, employment generation, business diversification, and building confidence among students. The overall goal is to reduce unemployment and boost the economy of the country.

Entrepreneurial intention

The development of entrepreneurship cannot be successful without entrepreneurial intention (EI) which is one of the major factors for its formation and growth. Entrepreneurship

intention encourages self-reliance and brings critical thinking which would give birth to innovations. Intentional entrepreneurs according to Global Entrepreneur Monitor (GEM, 2012) are those categories of entrepreneurs who intend to pursue business opportunities in the next three years. For more than half a century, various findings of entrepreneurship have been done. According to McClelland (1961), attention has been on the result of the psychic traits of entrepreneurs on their entrepreneurial behavior. Some schools of thought argued that individual ambition of entrepreneurship was more fruitful and had muscular ability in the projection of their entrepreneurial behavior (Ajzen, 1987).

Scholars have discussed the determinants of individual entrepreneurial intentions while estimating their entrepreneurial intention. They suggested many analyzing models, which include; the entrepreneurial event model, by Shapero & Sokol (1982), and the theory of planned behavior by Ajzen (1991) are the representative ones. There are also other new entrepreneurial intentions models proposed by other scholars (Davidsson 1995; Elfving, et al., 2009). These models can examine many different factors influencing an individual's entrepreneurial intentions. These models can be categorized into three namely; individual or psychological factors, family background factors, and social and environmental factors. Some people are born-entrepreneurs such that from the early stage of their lives such people's entrepreneurial intentions are influenced by psychological factors. Meanwhile, other people are influenced by the fact that their parents are renowned entrepreneurs. The factors that influence their entrepreneurial intentions are family background factors (Bae et al., 2014; Fayolle & Gailly, 2013; Verheul et al., 2012). The third category is people that have their entrepreneurial intentions influenced by environmental factors. These are people that decided to become entrepreneurs due to the environment they found themselves as everybody around them are entrepreneurs and they followed suit.

According to Elfving, et al., (2009), the recent entrepreneurial intentions model was often straightforward and fixed, they however proposed a contextual model of entrepreneurial intentions to keep away from shortcomings or limitations. There are problems encountered at the course of analyzing the researches of an individual's entrepreneurial intention which includes influential factors. This is as a result of non-comprehensiveness and systemic analysis. Some of

the other problems experienced are statistical course of action such as psychology analysis, variance review, circumstantial statistics among others, which are used to examine the true relation between the independent variable and dependent variables; this has made it difficult to present the actual state of things as a whole (Tabachnick & Fidell, 2001).

Impact of entrepreneurial Education on Entrepreneurial intentions on Nigeria students

Entrepreneurial intention can be defined as a mental orientation such as desire, wish, and hope to influence their choice of entrepreneurship. There has been an increase of interest on the topic of entrepreneurship in Nigeria in recent times. This could be a result of the notion that entrepreneurship has the capacity in reducing unemployment, underdevelopment, poverty, and also the belief that it could contribute to economic growth and development (Clausen, 2006; Praag & Versloot, 2007). These have led researchers and academics from different fields of endeavors and policymakers to pay more attention to comprehend the driving forces behind entrepreneurship. The progress made so far in entrepreneurship education needs to strengthen and more current entrepreneurship education programs need to be added so that the impact of entrepreneurial intention would be more pronounced among Nigeria students. There is a correlation between the confidence of an individual's entrepreneurship and their entrepreneurial intention (Chen, et al., 1998). In this situation, education is key in building the confidence of individuals and goes a long way in ensuring that individuals achieve the potentials and contribute capacity-building of self and others around him. This goes on to build the individual entrepreneurial competency which plays a determinant role in the early stage of starting a business (Garzon, 2010). The early-stage of business is key to its survival as the foundation of everything is vital for the continuity of that project, entrepreneurial venture inclusive. Burnett (2000) viewed entrepreneurial competencies as the consolidated abilities by which entrepreneurs are employed in discharging entrepreneurial activities

and its implementation in a very successful manner. Entrepreneurial education is confirmed to be the starting point of influence that positively impact on entrepreneurial intention (Gallen, 2011).

Nevertheless, the results and effectiveness of entrepreneurship education have to some extent remain unproven (Pittaway & Cope, 2007; Von Graevenitz et al., 2010). Alberti et al., (2004) opined that further research should be on evaluating the effectiveness of entrepreneurship education. An Individual's intention to start up a new business remains one of the vital ways of evaluating entrepreneurship education. Intentionality is key to the process of entrepreneurship (Bird, 1998; Krueger, 1993). The theory of planned behavior is very useful in evaluating entrepreneurship education (Weber, 2012). It states that behavior achievement depends on both motivation (intention) and ability (behavioral control). The theory is made up of six elements that generally represent a person's actual control over the behaviors which include; attitudes, behavioral intention, subjective norms, social norms, social norms, perceived power, and perceived behavioral control.

The relationship between the theory of planned behaviour and the entrepreneurship intention of the youth is hinged on the rationality of human behaviour. According to Ajzen (1991), intention to go into entrepreneurship is determined by the level of intent attached to the attempt on entrepreneurship and also the level of effort put into the intent to make it a reality. Therefore, the stronger the intention to go into entrepreneurship, the higher the behaviour to realize the entrepreneurship objective. In other words, entrepreneurship intention is the bridge between an individual belief to go into entrepreneurship and his actual behaviour towards the activities involved. As entrepreneurship involves the creation of goods and services, the evaluation and taking advantage of the available opportunities, therefore the behaviour of an entrepreneur is considered to be a deliberately planned behaviour which manifests in his actions and strategic decisions. Linking the theory of planned behaviour to the impact of entrepreneurship education on the entrepreneurship intention of Nigerian students can be represented by the diagram below.

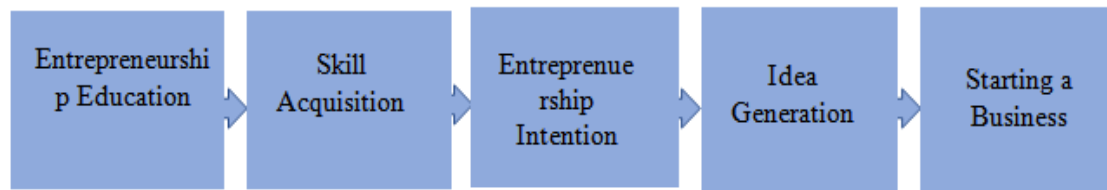


Figure 1; The model of entrepreneurial education and entrepreneurial intention.
Source: Olufemi (2018)

Importance of entrepreneurship/job creation/opportunities

According to Ofuasia, et al., (2010), job creation or venture through orientation, skill development, career development, and opportunities would greatly contribute to addressing joblessness in the country. Nigeria's growing unemployment situation is a time bomb waiting to explode if urgent steps are not taken to address this anomaly. According to the National Bureau of Statistics (NBS), Nigeria's unemployment rate was above 22.7% as of the third quarter of 2018. This has increasingly diminished the fortunes of the country as some young people who could have been fully engaged in meaningful ventures resort to crime and criminality in some parts of the country. These days the creation of employment has ceased to be the exclusive duty of the government, but a collective effort between the public and private sector (Anyadike, 2012). Entrepreneurship literature has been written by some scholars and their potential to engender employment, thus stressing the essential, importance, and relevance of this sub-sector in the development of any economy. The episode of advanced economics with the roles played by entrepreneurship cannot be exaggerated especially among the developing countries. (Agbeze, 2012). These include and are not limited to the following; economic growth, employment generation, and empowerment of the downtrodden segment of the population which include women and the poor (Oluremi and Gbenga 2011). It has been generally accepted that entrepreneurship is the major source of employment generation. This is because activities embedded in entrepreneurship have been found to have the capacity of making positive effects on the economy of a nation and the standard of life of the people (Adejumo, 2001).

Nigeria's economy would experience more growth when entrepreneurship development has reached an appreciable level. These can be done when all the stakeholders (researchers, academia, and policymakers) give their very best in

promoting entrepreneurship and its development in the country. The country also has various business and investment potentials in addition to its enviable human capital. Exploring these potentials demands the ability to identify viable economic areas like agriculture/agro-allied business, sciences, academics, and business (Anyadike, et al., 2012).

The recent Micro, Small and Medium Enterprises (MSME) and Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) show that Nigeria's SMEs account for over 80 percent of employment in the country and contribute more than 50 percent of the country's GDP. Arguably, the sectors are crucial to Nigeria's growth including poverty reduction amongst others. The likes of Alhaji Aliko Dangote of the Dangote Group, Mr. Mike Adenuga Mrs. Folounsho Alakija of Famfa Oil group could not have been the major employers of labor in the private sector of the economy without entrepreneurship. By 2020 end, the ease of doing business in Nigeria is expected to 155.00 according to Trading Economics global macro models and analyst's expectations. Of the 190 countries surveyed in the latest Doing Business report by the World Bank, Nigeria is ranked 131 in 2019 from 146 in 2018 (Trading Economics, 2020). This calls for the attention of the government on policy measures that will improve the ease of doing business. Also, infrastructure like power, road security must be in place before businesses can thrive in the country as no serious entrepreneur would like to invest where the possibility of return could not be guaranteed.

Empirical evidence

To identify the position of the current study with the previous evidence provided by scholars on the same research problem, this study assessed previous studies carried out on the topic as follows.

Tessema (2012) investigated the entrepreneurship education on the business intentions of the engineering students in Ethiopia. Different groups of students were used through

which 156 students responded to the questionnaire. After the analysis of the data, the findings revealed that students who undergo entrepreneurship education in the school have better entrepreneurship intentions than those who are mere engineering students. The study recommended a curriculum that will incorporate entrepreneurship studies more in the Ethiopian universities to improve student's intention on entrepreneurship

Leonard et al., (2016) examined the effect of entrepreneurship education on the development of students' entrepreneurship intention in addition to the impact of different components of entrepreneurship studies carried out by tertiary institutions using 10,279 final years students' of 2015/2016 academic session in Delta State University as a case. The study adopted random sampling through which 400 students were selected and responded to the structured questionnaire used in the study. After analysis of the data through descriptive statistics, it was revealed that entrepreneurship education has a positive relationship with students' intention to go into entrepreneurship. However, the study failed to establish a relationship between entrepreneurship education and self-efficacy or the feasibility of their entrepreneurial intentions. Therefore, the study recommended a reformed educational system that will lead to student's creativity and innovativeness which they will put in practice after school.

Olufemi (2018) investigated the effect of entrepreneurship education on the entrepreneurship intension of a Nigerian student. The study gathered 381 responses of students from the College of education, Polytechnic, and a University in Nigeria. SPSS was used as a tool for data analysis and the study reveals the positive behaviour of students on entrepreneurship education. However, the study advocated for the demonstration of entrepreneurship while in school alongside the classroom activities to boost students' confidence and equip the students for better practice of entrepreneurship after school. The author also recommended government intervention through the National University Commission to come up with a harmonized curriculum that will pay attention to entrepreneurship studies.

The journals reviewed above were able to establish a common ground on the positive impact of entrepreneurship education on the entrepreneurship intention of the students of various students of higher institutions. Also, the journals made a similar recommendation on the

need for the government to design a better curriculum that will create an improved entrepreneurship education that its impact will be felt in the business world after the graduation of the students. This was necessary because none of the journals was able to establish the practical effectiveness of the students' mere intention through entrepreneurship education on their business performance.

Gap in literature

According to Robert and Albert (2011), different studies on entrepreneurship have tried to proffer one solution or the other even when the studies made an insight in the concept, however, the end is always gloomy and still lingers to the current century. The authors noted that some studies have argued that the role of entrepreneurship is on the methodology adopted. However, very few studies have examined the impact of entrepreneurship education on the entrepreneurial intention of Nigerian students through empirical analysis. This prompted the need to delve into this study to ascertain justification for entrepreneurial studies carried out by various institutions of higher learning to engage the youths in entrepreneurship.

IV. FINDINGS

From the above, it can be deduced that entrepreneurship brought identifying new entrepreneurial opportunities and converting them into marketable products or services as identified by Weber, and Lewis, (2010) and entrepreneurial education play an important role in the entrepreneurial intention of Nigeria students. It also shows that entrepreneurial intentions are a strong predictor of entrepreneurial behavior. However, there is not much on empirical studies as it concerns the effect of education on the competency of the entrepreneur as identified by Nixdorff and Solomon, (2007) and Karimi et al., (2013). Also, the impact of entrepreneurship education on entrepreneurial intention to set up a business is poorly understood at present and has remained relatively untested as identified in Krueger and Brazeal, (1994); Souitaris et al. (2007); Peterman and Kennedy, (2003); Athayde, (2009); VonGraevenitz et al., (2010). The theory of planned behavior is very well applicable in assessing the impact of entrepreneurial education on the entrepreneurial intention of Nigerian students. The study also identified that the Nigerian economy would experience growth and development if entrepreneurship developments are

accorded the needed attention and unemployment with its related vices will be greatly reduced. The entrepreneurial education programs in Nigeria should be revigorated through an improved curriculum and the teachers/ lecturers handling those programs should be people who are competent in the areas of entrepreneurship.

V. CONCLUSION

For entrepreneurial education to have a huge effect on the entrepreneurial intention of Nigerian students and as well be in line with the current demands of twenty-first-century entrepreneurship, the adoption of the most current entrepreneurial practices both in theory and practice is needed. The ease of doing business in Nigeria needs to improve as against the situation where the cost of production is high and the import of some essential goods is encouraged. Nigeria would have a better economy when there is an entrepreneurial friendly policy (s) to also help raise the intention of Nigerian students to become successful entrepreneurs and people like Alhaji Dangote, and Mr. Mike Adenuga would increase in Nigeria.

VI. RECOMMENDATION

This study recommends that based on that fact that entrepreneurship education does shape entrepreneurial intention of Nigerian students, more oriented programs on the subject matter should be added to the current curriculum such as establishing demonstration centers for practical activities that will lead to better entrepreneurship practice after school and lecturers handling this program should be encouraged to boost their enthusiasm in promoting and teaching entrepreneurship education in schools. Also empowering women would greatly do better in the area of entrepreneurial intention as they are closer to their children at their tender age than men. Nigeria government must wake up and support more entrepreneurs in the country by providing a business-friendly environment for entrepreneurship to thrive in the country, specifically providing infrastructures like the power which is key, roads water among others, and also redirecting corporate affairs commission who is the registrar of all business in Nigeria to cut the cost of business registrations in Nigeria to at least 50% from the current cost as well as National agency for food, drug administration, and control to follow suit. This will enable more people to have faith in becoming entrepreneurs in Nigeria and the country would be better for it. The economy will grow, employment

will increase and crime and criminality will reduce and it would attract foreign direct investment for the country (Onyali and Okafor, 2014).

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