

Do Nigerian Undergraduate Students have what it takes to be Successful Entrepreneurs? An Enquiry into the Entrepreneurial Capacity of Nigerian Undergraduates

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Abstract - In an effort to reduce the massive graduate's unemployment, the Nigerian Government decided to promote entrepreneurial education among undergraduates by introducing entrepreneurship in tertiary education curricula. But it is not known whether or not this has improved entrepreneurial capacity of the students. Therefore, the study was designed to examine the entrepreneurial capability of students in selected universities in North – Central Nigeria. Respondents were selected from six universities using simple random sampling technique. The study used questionnaire as instrument to collect data. Data were analysed using cross tabulation, Pearson's chi-square test, correlation analysis and binary logistic regression analysis. The result of the Pearson's chi-squared test indicates a significant relationship exist between entrepreneurial intention and entrepreneurial capacity among the students $X^2 = 1021.48$; correlation between entrepreneurial capacity and faculty of the student is statistically significant ($r = 0.113$, p -value of 0.0107); students' age group have significant relationship with entrepreneurial capacity ($r = 0.098$ and p -value = 0.0282). The study concludes that students with entrepreneurial intention are equally likely to have the capacity to start a business and manage it successfully. It was recommended that students should be encouraged to study those courses that help in developing their entrepreneurial capacity.

Keywords: economy, employment, entrepreneurship, institution, personality

INTRODUCTION

Nigeria has witnessed population explosion over the last three decades [1]. This growth in population coupled with poor economic conditions have led to a high unemployment rate in Nigeria. This population growth and unemployment challenges is common among the developing and underdeveloped nations. As a result, though a global phenomenal, entrepreneurship has become an important area of interest to both people in the academic and government in underdeveloped countries, because it has been recognized as a catalyst for economic progress, job creation, poverty eradication, social adjustment etc.

All over the world, governments of both developing and underdeveloped nations have given priority to entrepreneurial development among their citizens. For this reason, many different policies are consistently been put in place that will build entrepreneurial capacity and foster entrepreneurial spirit among the citizens. However, more emphasis in recent times is on the youths, as many of them constitute the larger percentage of the unemployed class. The strategy now is to use education as a means of equipping the younger generation (undergraduate students) with entrepreneurial knowledge and skills so that they can function as job creators after graduation. For example, China some courses developed by International Labour Organisation's International Training Centre known as 'Know About Business' were introduced, with the sole aim of equipping students with grounding and practical knowledge on running their own businesses [2]. In the same vein in Angola, entrepreneurship curriculum was introduced right at secondary school level [3], while in Kenya and Tanzania, though not introduced in their

curriculum, but entrepreneurship development centres have been established by some universities and entrepreneurship being introduced as a vocational course in some [4]. Similar steps had been taken in Nigeria by the Nigerian Universities Commission [5]. However, several factors have been explained by the literature and theory to influence a person's entrepreneurial intention. Notable among these factors include some innate factors or psychological variables i.e a person's need for achievement, tolerance of ambiguity, the tendency as well as ability to take risks and the capacity to control, and demographic (none psychological) profile – education, gender, age and experience. Understanding of these factors is important to any strategy that is geared towards improving or developing entrepreneurial capacity of undergraduate students in Nigerian Universities.

Statement of the Problem

Entrepreneurial trait theory has argued that personality characteristics play a major role in one's determination to take up entrepreneurial challenges, thus not everybody can be a successful entrepreneur. However, personality characteristic is believed can be reshaped by education [4]. On this note, in the effort to reduce massive graduate's unemployment, the Nigerian Government decided to promote entrepreneurial education among the undergraduates by introducing entrepreneurship in tertiary education curricula with the aim of equipping graduates in order to serve as job creators rather than becoming job seekers. This was followed by the establishment of the entrepreneurship development centre in all Nigerian Universities to provide an avenue for practical skill acquisition [6]. However, several years after the introduction of these programs, it is not known whether or not this has improved entrepreneurial capacity of the students.

Recent statistics still shows that unemployment rate among the age bracket of 25-34 years in Nigeria, rose from 6.9% in the last quota of 2014 to 8.2% in first quota of 2015 [7]. This is the portion of labour force that is mainly young graduates. Then the major questions to ask are: Do Nigerian undergraduates have the capacity to become entrepreneurs after graduation? Do their field of study, institutional type (privately owned or government owned) have any relationship with their entrepreneurial capacity? Do their personality traits go in line with their entrepreneurial intention?

Research Objective(s)

The broad objective of this study is to determine whether or not Nigerian undergraduates have the ability to become successful entrepreneurs. Specific objectives include to:

- (i). examine the relationship between entrepreneurial capacity and intention of students of higher institutions Nigeria.
- (ii). determine whether or not significant relationship exist between students' entrepreneurial capacity and their course of study, age and institution.
- (iii). find out which of the personality traits determines entrepreneurial intention of undergraduate students in Nigerian Universities.

Research Hypotheses

The following research hypothesis has been developed for the purpose of this research:

Ho1. Entrepreneurially inclined students will have high score on entrepreneurial capacity than those who are not entrepreneurially inclined

Ho2. Field of study, institutional type and age group would not have significant relationship with students' entrepreneurial capacity

Ho3. Entrepreneurial traits would have significant effects on students' entrepreneurial intention

LITERATURE REVIEW

Concept of Entrepreneurship

A major problem with regards to the nature of entrepreneurship is the general lack of agreement among the scholars, which has resulted to a wide variety of definitions [8]. To a lay man, entrepreneurship entails starting a new business. An economist will regard it as a process which involves bringing together all the factors of production i.e capita, labour, land and entrepreneur with the intention of making their value greater. Also, from the psychologist's point of view, entrepreneurship is seen as a process driven by some certain inner forces such as the need for achievement, economic displacement, withdrawal of status respect etc. While, a capitalist will view it as a process of identifying opportunities and threats that exist in his environment. As observe by Rauch and Frese [9], describing entrepreneurship in the above ways may seem to be too restrictive. For example, if one chooses to define entrepreneurship as starting a new business, it means that once a business is started, entrepreneurship has ended.

According to Alam and Hossan [10], entrepreneurship is a process in which people strive to pursue economic opportunities and fulfil their needs

through innovations. However, Rauch and Frese [9] contend that if the concept of entrepreneurship is restricted to reflecting innovative behaviour, a clear definition of the term 'innovation' needs to be given.

Hisrich, Peters and Shepherd [11] on their part define entrepreneurship as a process involving creating something that is new and has value. The process according to Hisrich et al. [11], requires devoting time, taking financial, psychological as well as social risk, and receiving monetary reward, independence and personal satisfaction.

Recent literature suggests a new approach of conceptualizing entrepreneurship. This new approach is called process approach. According to South-Western [12], process approach is a way of examining the various activities that are involved in entrepreneurship by using either an "entrepreneurial assessment" approach or a "multidimensional approach." The author however, maintains that both approaches see the entrepreneurial process as a consolidation of different factors. Furthermore, the process approach focuses on the process of entrepreneurial activity which includes three factors [12, p. 4]: (i) the entrepreneur, (ii) the venture and (iii) the environment.

Based on this, Virtanen [13] suggests a multidimensional definition of the concept of entrepreneurship with emphasis on the entrepreneur as a key element. According to this author, entrepreneurship is although a dynamic process, it is created and ran by an individual i.e the entrepreneur, who struggles to exploit economic opportunities to add new value in the market. Virtanen [13] further points out that value creation and the exploitation of economic opportunities are the most interesting and key points to reflect in the definition of entrepreneurship.

Building on the report of South-Western [12], Opkara [14] argues that entrepreneurship is far beyond starting a new business. According to the author, entrepreneurship encompasses the whole process in which people are known of the existing opportunities to empower themselves.

Furthermore, as noted by Charlotte [15, p. 14], 'the debate about what entrepreneurship entails will continue despite various efforts to define the concept'. However, in spite of the variations in the definitions, each definition will seem to be restrictive but will contain similar notion such as creativity, risk taking etc, because entrepreneurship is not just relevant to a single profession [11]. Thus, in the context of this

research, entrepreneurship does not necessarily involve creating something new that has never been in existence before. But it is captured to include modifications – i.e doing things in a different way, and identification of opportunities- searching for new customers etc.

Entrepreneurial Intention

Many literatures exist on entrepreneurial intentions of students of tertiary institution [16], [17]. Individuals' possibility of taking action on the availability of opportunities and perceived desirability and feasibility are force to fuel up the intention to becoming an entrepreneur [18]. Davidson in [19] posits that entrepreneurial intention has to do with a person's inclination to take up an entrepreneurial task in the future.

Global Entrepreneurship Monitor (GEM) in [20] posits that entrepreneurial intention (explained by the number of individuals who expect to start a business in the nearest future) varies significantly across the economies at different stages of economic development. Thus, in the current stage of economic development of Nigeria which is characterized by high growth in population and unemployment rate, it is expected that most undergraduates will have high entrepreneurial intention.

Several individual different variables have been found to predict entrepreneurial behaviours. Ismail, Khalid, Othman, Rahama, Kassin and Zain, [21] listed some of these variables which include education, age, sex, work experience, role models, environment etc. Present study argues that among these variables, education will improve entrepreneur capacity of undergraduates thereby leading to their inclination towards taking entrepreneurial risk.

On the other side, looking at some factors that may limit the aspiration of undergraduates in underdeveloped nations to becoming successful entrepreneurs, Fatoki [17] cited an example of higher crime rate in South Africa, which is the case with many developing countries than in most developed countries, as the factor that could have negative effect on the entrepreneurial intention of undergraduate students.

Generally, the aim of becoming one's own boss is a significant determinant of entrepreneurial career intents among people in most parts of the world. In a study carried out in Singapore by Wong et al. [20] students who desire to be self-employed are more strongly motivated to be their own boss.

Characteristics of Entrepreneurs

It is generally believed that entrepreneurs are distinguished people in terms of attitude, perspectives and some other basic qualities. Action Coach [22] posits that a lot of factors such innate traits assist in building entrepreneurial spirit, mind and vision of an individual.

Thus, recent literature Nyström, [23] indicates substantial empirical evidence on the characteristics of individual that influence their entrepreneurial behaviour. Most commonly characteristics identified by the literature include: risk taking, tolerance for ambiguity, need for achievement, desire for autonomy, internal locus of control and over optimism [24], [25].

Risk Taking Propensity

Risk – taking is considered to be the fundamental element of entrepreneurship [26]. Entrepreneurial risk taking implies willingness of an individual to put his time as well as other resources on an uncertain idea. According to De Jong et al. [26], entrepreneurial activities require taking considerable risk because of the time, resources and effort must have been invested prior to returns. While in most cases, the possibility of getting the return is not certain. Even though it has often been argued that entrepreneurs prefer to take moderate risk than high risks, while some try to manage risks, risk taking is still considered a major characteristic that distinguish entrepreneurs from non-entrepreneurs [26], [27].

Tolerance for Ambiguity

Tolerance for ambiguity has to do with the capacity of an individual to handle stressful situation created by ambiguity. Okhomia [38] posits that:

The person with low tolerance of ambiguity experiences stress, reacts prematurely, and avoids ambiguous stimuli. On the other hand, a person with high tolerance of ambiguity perceives ambiguous situations/stimuli as desirable, challenging, and interesting and neither denies nor distorts their complexity of incongruity (p. 4).

The author further states that theoretically people who high level of tolerance for ambiguity obtain better results in their strategic objectives than people with low tolerance for ambiguity. However, empirical research has shown that tolerance for ambiguity does not predict individual entrepreneur behaviour [see 29].

Need for Achievement

Many authors have made reference to the work of David C. McClelland on the Needs Theory of Motivation [see for example 29]. Basing their arguments on McClelland's work, several authors have argued that those with higher level of need for achievement set high standard for themselves, and assess themselves by their feedback [30]. In analysing McClelland's Needs Theory of Motivation, Wehrich and Koontz [31] posit that an individual with a high level of need for achievement have a high level of desire for success.

According to Dailey [32], need for achievement is related with the desire to become an entrepreneur. The author contends that people who always make success are likely to start their own businesses, especially when they find themselves in an environment that facilitates risk taking. However, existing literature [see 28] has argued that in some cases needs are learned through culture, and not biologically determined. The author maintains that some cultures are likely to promote entrepreneurial risk taking than others owing to variations in the process of socialization that creates a high need for achievement in individual.

Internal Locus of Control

Locus of control (whether external or internal) reflects an individual's believe that the result of events are within or not in their ability to influence or control. In other words, it is an individual acceptance of self-responsibility for the results of his/her abilities and efforts, or attributing the cause of events to chance [33]. The distinction between internal and external locus of control according to Rauch and Frese [12, p. 8] is that 'people with high level of internal locus of control believe that they are in control of their destiny, on the other hand, those with high level of external locus of control hold the belief that their destiny is in control of others, chance or events.

Virtanen [13] argues that even if internal locus of control does not distinguish entrepreneurs from the ordinary persons, it will distinguish the successful entrepreneurs from the unsuccessful ones.

Self - Confidence

Self-confidence is also regards to as self-esteem or self - efficacy [33]. Any entrepreneur who wants to be successful in his/her business needs a positive outlook. This positive outlook is the confidence that one has in himself or herself believing he/ she will succeed.

Self-confidence according to Širec and Močnik [33] shows individuals' disposition on how much they can subject themselves to financial loss when faced with uncertain circumstances. This characteristic serves as a boost to the morale of the entrepreneurs by having a positive reflects of their success.

Creativity/ Innovativeness

Generally, entrepreneurs are seen as people who are full of creative ideas and are also able to combine ideas with the available resources so as to create additional value [34]. This attributes of entrepreneur as given by the psychological theorists is linked with the economic theory. Thus, many scholars [29], [35], have made reference to the work of Joseph Schumpeter. Lumpkin and Dess [35] report that Schumpeter was among the first scholars that emphasized on the role of innovation in the entrepreneurial process.

Theoretical Framework

Entrepreneurial theories had focused on the relationship between the environment and entrepreneurial activities in the society. The literature on entrepreneurship that examined the relationship between entrepreneurship and environment can be classified into "supply side" and "demand side" schools of thought [36]. The "supply side" school focuses on the availability of individuals who are qualify to play entrepreneurial roles and the "demand side" school focuses on the available number and type of entrepreneurial roles that need to be played. In this study, we focus on the supply side school of thought; therefore, we consider self – efficacy Theory and Theory of Plan Behaviour as theoretical foundations.

Self – Efficacy Theory refers to self-evaluation in terms of capacity to perform a specific task [37], [38]. The self- efficacy theory was built upon cognitive processes of future expectations that lead to exhibition of a particular behaviour [39]. The theory assumes that psychological procedures are the basis for individual creativity [39]. Self – efficacy differs from locus of control in the sense that the former is task and domain specific, while the latter is generalized [38]. Existing literature has shown that individuals with high level of self – efficacy in a specific domain are likely to perform tasks in such domain [37], [38]. Self – efficacy has been used extensively to evaluate entrepreneurial intention [see for example, 40]. According to Douglas and Fitzsimmons [41],

individual contemplating entrepreneurial action must have considered his/her self – efficacy.

Theory of Planned Behaviour' (TPB) which was developed by Ajzen in 1991 is commonly used when it comes to entrepreneurial intention [5], [42]. TPB proposes a model that can be used to determine how human actions are guided. In other worlds, TPB can be used to predict the circumstances under which a particular behaviour will occur, given that such behaviour is intentional.

The theory is built on the assumptions that intention is influenced by three factors including a person's attitude toward specific behaviours, subjective norms and perceived behavioural control. In this study, we focused on perceived behavioural control which can be seen as individuals' perceptions of his/her ability to exhibit particular behaviours.

METHODOLOGY OF THE STUDY

We adopted a survey research design in this study and for this reason, primary data were used. The study area is Kwara and Niger states in North central Nigeria: There are six universities in these states: two are owned by the federal government (University of Ilorin, Unilorin and Federal University of Technology, Minna FUTMinna), two are owned by the state governments (Ibrahim Badamasi Babangida University, Lapai IBBUL and Kwara State University, Kwasu) and two are privately owned (Landmark University and Al-Hikma University). A hypothetical sample of 600 respondents was drawn from these universities on a stratum of 100 from each.

Students in their semi-final and final year of study were considered in this study which formed the sample frame for the study. Justification for this is that most of these students would have acquired adequate knowledge and skills on entrepreneurship base on the curriculum of their studies. Respondents were selected using random sampling technique. Furthermore, questionnaire was used as instrument for data collection. The questions in the questionnaire were close-ended questions. Except demographic variables, all the variables in the questionnaire were measured using a 7 point likert's scale.

We adopted Entrepreneurial Intention Questionnaire (EIQ) developed by Linan and Chen [43] to measure entrepreneurial intention, we further adopted part of the questionnaire used by these authors to measure entrepreneurial capacity. Similarly, we adopted a questionnaire used by Bezzina [34] to examine characteristics of the Maltese entrepreneur to

measure entrepreneurial characteristics. The variables used cover the following areas: need for achievement/success, self-sufficiency/freedom, ambiguity tolerance/resistance to stress, self-confidence/enthusiasm, creativity/innovativeness, locus of control, and risk-taking propensity. Data were analysed using cross tabulation, Pearson's chi-square test, correlation analysis and binary logistic regression analysis.

RESULTS

Out of 600 copies of questionnaire distributed, only 513 were completed and returned. This represents 85.5% response rate. However, only 505 copies of questionnaire were filled correctly and used for the analysis. Data were analysed based on research objectives as presented in Table 1.

Analysis of the result in Table 1 shows that a total of 100 respondents were from Unilorin, 54 from IBBUL, 97 from FUTMinna, 90 from Al-Hikma, 81

from Landmark and 83 were from KWASU. A total of 45 respondents from unilorin, 21 from IBBUL, 31 from FUTMinna, 27 from Al-Hikma, 36 from Landmark and 34 from KWASU agree that they can start and manage a business venture successfully.

Overall, a total of 329 respondents were from faculty of management and social sciences. Only one respondent was from faculty of medical sciences. 24 respondents from faculty of natural/applied sciences, 133 from faculty of management and social sciences, 1 from faculty of art and education, 19 from engineering and environmental, 10 from IT/communication, 5 from faculty of agriculture and 2 respondents from other faculties agree that they can start and manage a business venture successfully.

Furthermore, the result indicates that majority of the respondents (217) were within the age group of 18 – 22 years out of which 84 agree that they can start and manage a business venture successfully.

Table 1: Cross tabulations

		Entrepreneurial Capacity							
		Strongly Disagree	Disagree	Slightly Disagree	Undecided	Slightly Agree	Agree	Strongly Agree	Total
Institution	Unilorin	2	5	6	10	20	45	12	100
	IBBUL	2	2	3	12	11	21	3	54
	FUTMinna	4	4	9	9	20	31	20	97
	Al-Hikma	5	6	5	12	28	27	7	90
	Landmark	2	5	3	5	8	36	22	81
	KWASU	0	9	2	7	10	34	21	83
Total		15	31	28	55	97	194	85	505
Faculty	Natural/Applied Sciences	4	4	3	15	13	24	2	66
	Mgt & Social Sciences	9	24	19	26	59	133	59	329
	Art/Education	0	0	0	3	5	1	0	9
	Engineering/Environ	2	2	5	6	17	19	21	72
	I T/Communication	0	0	0	4	1	10	2	17
	Medical Sciences	0	0	1	0	0	0	0	1
	Agriculture	0	0	0	0	1	5	0	6
	Others	0	0	0	1	1	2	1	5
Total		15	31	28	55	97	194	85	505
Age group	18-22 years	9	13	16	29	39	84	27	217
	23-27 years	6	9	10	18	40	66	31	180
	28-32 years	0	1	0	2	9	14	11	37
	33 years & above	0	8	2	6	9	30	16	71
Total		15	21	38	55	97	194	85	505

Source: Authors' Computation, 2016

Out of 180 respondents that are within the age group of 22 – 27 years, 66 agree that they can start and manage a business venture successfully. Only 37

and 71 respondents were within the ages 28 – 32 years and 33 years and above out of which a total of 14 and 30 agree that they can start and manage a business venture successfully.

Research objective one: to examine entrepreneurial capacity and intention of students of higher institutions Nigeria. The result is presented in Table 2.

Table 2: Pearson's chi-squared test

Category	Proportion	Hypothesized proportion
0	0.188	0.500
1	0.812	0.500
X ² statistic	1021.48	
DF	1	
Asymptotic p-value	<0.0001*	

H₀: $\pi_i =$ Hypothesized π_i , for all i

The proportion of occurrences of events in the population the sample represents are equal to the hypothesized proportions.

H₁: $\pi_i \neq$ Hypothesized π_i , for at least one i

The proportion of occurrences of the events in the population the sample represent are not equal to the hypothesized proportions.

*Reject the null hypothesis in favour of the alternative hypothesis at the 5% significance level.

Source: Authors' Computation, 2016

The result on the relationship between entrepreneurial capacity and intention of students is presented in Table 2. Analysis of the results shows that 18.8% of the students have no intention to becoming entrepreneurs, 82.2% indicated their intention to becoming entrepreneurs. The result of the Pearson's chi-squared test indicates that a significant relationship exist between entrepreneurial intention and entrepreneurial capacity among the students $X^2 = 1021.48$, with Asymptotic p-value of $0.0001 < 0.05$ and degree of freedom = 1. Base on this result, the null hypothesis one is rejected, and the alternative hypothesis which states that significant relationship exist between entrepreneurial capacity and entrepreneurial intention of students in higher institution is accepted.

Research objective two: to determine whether or not significant relationship exist between students'

entrepreneurial capacity and their course of study, age and institution. The result is presented in Table 3.

Analysis of the result of correlation in Table 3 reveals that correlation relationship between entrepreneurial capacity and faculty of the student is statistically significant with correlation value of 0.113, p-value of 0.0107. Similarly, the result indicates that age group of the students have significant positive relationship with entrepreneurial capacity ($r = 0.098$ and p-value = 0.0282). However, the correlation relationship between these two variables and entrepreneurial capacity is weak; they are both significant at 5% significant level. The result further shows that the correlation relationship between student's institution and entrepreneurial capacity is not statistically significant.

Table 3: Correlation Results

Pair Entrepreneurial Capacity and	Pearson's r	95% CI	p-value
Faculty	0.113	0.026 to 0.199	0.0107 ¹
Age Group	0.098	0.010 to 0.183	0.0282 ¹
Institution	0.043	-0.044 to 0.130	0.3304 ²

H₀: $\rho = 0$; The correlation coefficient ρ of the bivariate population is equal to 0.

H₁: $\rho \neq 0$; The correlation coefficient ρ of the bivariate population is not equal to 0.

¹ Reject the null hypothesis in favour of the alternative hypothesis at the 5% significance level.

² Do not reject the null hypothesis at the 5% significance level.

Source: Authors' Computation, 2016

Research objective three: to find out which of the personality traits determines entrepreneurial intention of under graduate's students in Nigerian Universities. The result is presented in Table 4.

The results of binary logistic regression analysis are presented in Table 4. Analysis of the result shows that need for achievement has –Log Likelihood of 7.3286 which is substantial and positive and p-value of $0.0001 < 0.005$. This is an indication that need for achievement has significant positive effects on entrepreneurial intention of students. The results on ambiguity tolerance, self-confidence and locus of control shows that the values of –Log Likelihood are small (0.53682, 0.039792 and 0.67042) and not significant (p-values = 0.3001, 0.7779 and 0.2469).

Table 4: Results of binary logistic regression analysis

Term	-Log Likelihood	G ² statistic	p-value
Need for Achievement	7.3286	14.66	0.0001 ¹
Ambiguity Tolerance	0.53682	1.07	0.3001 ²
Self Confidence	0.039792	0.08	0.7779 ²
Creativity	1.6025	3.21	0.0734 ²
Locus of Control	0.67042	1.34	0.2469 ²
Risk Taking	1.0096	2.02	0.1553 ²

df=1

H0: $\beta_{\text{Term}} = 0$; The term does not contribute to the model.H1: $\beta_{\text{Term}} \neq 0$; The term contributes to the model.¹ Reject the null hypothesis in favour of the alternative hypothesis at the 5% significance level.² Do not reject the null hypothesis at the 5% significance level.

Source: Authors' Computation, 2016

The result further indicates that creativity and risk taking have substantial values –Log Likelihood of 1.6025 and 1.009, these results are however not significant; p-values = 0.0734 and 0.1553 which are > 0.05. This means that creativity and risk taking do not have significant effects on entrepreneurial intention of students.

DISCUSSION OF FINDINGS

The major findings of this study are that:

Students with entrepreneurial intention are equally likely to have the capacity to start a business and manage it successfully. Students' department or faculty explains students' entrepreneurial capacity. This means that students offering some specific courses related to technical and entrepreneurship at the higher institutions may have their entrepreneurial capacity developed than others. Similarly, age group of students is another variable that contribute to their entrepreneurial capacity. However, being in a privately owned university or federal or state government owned university does not account for entrepreneurial capacity of students in Nigerian tertiary institutions.

On the effects of students' entrepreneurial traits on their entrepreneurial intentions, it was reported that only need for achievement has significant positive effects on students' entrepreneurial intention. This finding supports the submission of many scholars as discussed in the literature [example see 32]. Other entrepreneurial trait, self-confidence, ambiguity tolerance, risk taking, locus of control and creativity do not have significant effect on students' entrepreneurial intention. Finding regarding tolerance

for ambiguity is in line with the submissions of some previous research [see also 29].

CONCLUSION AND RECOMMENDATIONS

This study investigated entrepreneurial capacity of students in higher institutions of learning in Nigeria. Findings from the study have demonstrated that entrepreneurship is one of the powerful tools that Nigerian government can rely upon to reduce the menace of youth unemployment and overcome the current economic crisis. However, it is important for the Nigerian government to realise the need to provide a fertile ground for entrepreneurial activities. In other words, government should be ready to provide supports in all aspects to every entrepreneurial minded individual.

Therefore, the study concluded based on its findings that students with entrepreneurial intention are equally likely to have the capacity to start a business and manage it successfully. The study also recommended that since some specific fields help students to developed entrepreneurial capacity than others, students should be encouraged to study those courses. This can be done by providing students in the junior high schools with proper guidance and counselling when preparing to seek for admission into higher institutions. This will help the Nigerian government in her struggle against youth's unemployment and boost her economic activities.

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