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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Entrepreneurshipcapacities are increasingly recognized as important drivers of economic growth,productivity and employment, and as a key aspect of economic dynamism. Recentdimensions to entrepreneurship have necessitated the need for formal educationfor entrepreneurs. There has been consequent rapid increase in the numbers ofschools (primary, secondary and tertiary) all over the world. The continuousexpansion in the educational and other training institutions is part of thequest for entrepreneurial capacity building. As indicated earlier changes inmanpower needs induce appropriate reactions from the human resource developmentagencies.

Formaleducation according to Bassey (2006) is a process of acculturation through whichan individual is helped to develop his potentials and maximum activation inorder to achieve self-fulfillment and happiness. Ajuzie (2005) sees educationas an essential part of the society process employed to train the human beingsto be functional and to adopt the behavioral patterns by the same society. Educationis also an ever- present phenomenon in each phase of human civilization howeverdiverse its nature in each era (Ekwosi, 2012). Embedded in these views is the roleeducation plays in training human beings. The role of education in entrepreneurialcapacity development cannot be over emphasized. Some people even see theimportance of education in human development to the extent of presentingeducation as playing a complementary role in creation of human beings, hence theyassert that God initiated creation and education completed it.

Thewhole value of an individual that gives him his worth and determines hisrelative position in his society is a function of his education no matter thetype. According to Amao-keinde (2000), education, as a process, embodies allforms of activities that fit an individual for social living. It helps totransmit culture from generation to generation. The desire of every society isthat the individuals in the society get developed towards the overalldevelopment of the society itself.

Theschool takes upper hand in the process of entrepreneurial development of themembers of the society (Ajuzie, 2005). No society can exist and maintain continuityin norms and values without one form of education or the other. That a human beingis different from a beast is as a result of the

training (education) hereceived growing in human society imbibing the norms and values of thatsociety. The need for proper education in the area of business management hasled to the introduction of entrepreneurship education into the schoolcurriculum.

Entrepreneurshipeducation as part of the total educational system is the type of education thatinvolves the acquisition of skills, ideas and management abilities necessaryfor job creation. Proper education can only be gotten from a formal school. A formalschool is an institution designed to provide learning spaces and learningenvironments for the teaching of students or pupils under the direction ofteachers. Most countries have systems of formal education, which is commonlycompulsory. In these systems, students progress through a series of schools.The names for these schools vary by country but generally include primaryschool for young children and secondary school for teenagers who have completedprimary education. An institution where higher education is taught, is commonlycalled a university college or university.

Anentrepreneur promotes employment rather than seeking for an employment.Therefore, there is a need to embrace this type of education and provide allthe necessary resources needed to make functional. Quality entrepreneurshipeducation could be used as a tool for fighting the war against poverty andunemployment in Nigeria. Therefore, quality entrepreneurship education willenhance job creation which will subsequently reduce unemployment, poverty andsocial vices in Nigeria. This will also help to improve the standard of living;hence promote social economic and political development in Nigeria which is thecardinal objective of Millennium Development Goals (MDGs). Also, for therecipient of entrepreneurship education to be a job creator rather thanjob-seeker, he might acquire essential basic skills and attitudes which willenable him to function as an entrepreneur.

1.2 STATEMENT OF THE PROBLEM

Generally,there are some challenges militating against the production of quality entrepreneurialcapacity in Nigeria. These may come from the government, parents or even fromcertain unpredictable environmental forces which are external. Unless theseproblems are looked into, the realization of the aim and objectives of qualityentrepreneurship education in achieving the Millennium Development Goals (MDGs)in Nigeria will be a mirage. It is therefore, against this background that thisstudy examines role of formal school in promoting entrepreneurial capacities inNigeria. Although, there is now a very serious attention paid toentrepreneurship

education in tertiary institutions in Nigeria and theworld-over.

1.3 OBJECTIVES OF THE STUDY

Thefollowing are the objectives of this study:

1.To examine the role of formal schoolin promoting entrepreneurial capacity in Nigeria.

2.To determine the adequacy of schoolcurriculum in promoting entrepreneurial capacity in Nigeria.

3.To identify the factors militatingagainst the promotion of entrepreneurial capacity through formal school.

1.4 RESEARCH QUESTIONS

1.What is the role of formal school inpromoting entrepreneurial capacity in Nigeria?

2.What is the adequacy of schoolcurriculum in promoting entrepreneurial capacity in Nigeria?

3.What are the factors militating againstthe promotion of entrepreneurial capacity through formal school?

1.5 HYPOTHESIS

H_O:There is no significant relationship between formal school and promotion ofentrepreneurial capacity in Nigeria.

H_A:There is significant relationship between formal school and promotion ofentrepreneurial capacity in Nigeria

1.6 SIGNIFICANCE OF THE STUDY

Thefollowing are the significance of this study:

1.The outcomes of this study will revealthe role of formal school in promoting entrepreneurial capacity in Nigeria. Itwill also reveal the basis for entrepreneurship education which has beenintroduced to formal school all over the world to develop entrepreneurialcapabilities

2.This research will be a contributionto the body of literature in the area of the role of formal school in promotingentrepreneurial capacity in Nigeria, thereby constituting the empiricalliterature for future research in the subject area.

1.7 SCOPE/LIMITATIONS OF THE STUDY

This study is limited toEdo State. It will also cover the role of formal school in promotingentrepreneurial capacity in the State

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