

CREATIVE EDUCATION AND ENTREPRENEURIAL SKILLS: A SINE QUA NON FOR SUSTAINABLE NATIONAL DEVELOPMENT

By

Prof. S. Bamidele Sanni

*Department of Physical Sciences,
Faculty of Science,
Benson Idahosa University,
+Benin City*

And

Dr. Johnson A. Osaigbovo,

*Department of Education,
Benson Idahosa University,
Benin City*

Creative education and entrepreneurial skills are sine qua non for sustainable national development. Section 1 paragraph 7(d) of the National Policy on Education emphasizes that the national educational goals is the acquisition of appropriate skills, and the development of mental, physical and social abilities, and competencies as equipment for the individual to live in and contribute to the development of the society (FRN, 2004). The essence of any educational programme is to ensure that the products of the system are equipped with the relevant knowledge, skills and attitude needed to contribute meaningfully to the economic development of the nation (Oduwaiye, 2009). The inability of the graduates of the educational system to contribute meaningfully to the economic development of the nation by being self-employed was what informed the introduction of Entrepreneurship education in schools. The call for the introduction of Entrepreneurship education in schools is an indication of its importance in economic empowerment and job creation in particular. This education has become necessary as Nigeria continues to churn out graduates that are hardly self-reliant but solely dependent on white collar jobs.

The rate of graduate unemployment in Nigeria has persistently been on the increase despite the enormous endowment of the country with human and natural resources. However, graduate unemployment is not peculiar to Nigeria or developing nations; it is indeed a long standing global phenomenon hence it has been a common trend in many countries to find graduates of notable universities fail to secure jobs several years after graduation (Ogundele, Sofolowe and Kayode, 2012). In tackling the global crisis of graduate unemployment, policy makers and stakeholders in developed

countries such as England, USA, and Germany, advocated a refocus of educational systems towards acquisition of vocational and technical skills in order to enhance the smooth transition into jobs for school leavers particularly of university graduates. This is because education is important to the development of any society particularly because the goals of wealth of creation, poverty reduction and value re-orientation can only be attained and sustained through an efficient educational system which impacts relevant skills, knowledge, capacities, attitudes and values into individuals (Adebayo and Kolawale, 2013).

Creative Education

The human mind often processes thoughts in a logical manner, with each thought linked to the previous thoughts under the prevailing surrounding circumstances. Each thought can be seen as a sequel to what has gone before. Therefore the human thought process can be seen as a logically connected string of thoughts (Akinwale, 2018). However, there are occasions where thoughts seem random, with no logical predecessor. These unique thoughts are often referred to as “brainwaves”. These brainwaves also referred to as creative thought allows a person to search for a solution to a problem from a perspectives that have not been previously considered or beyond the generally available set of solution(s). Agbowuro, *et. al.* (2017) define creativity as the entire process by which ideas are generated, developed and transformed into values. It comprises what people commonly referred to as innovation and entrepreneurship. Creativity is about liberating human energy. It is the process of developing ideas that are original and of value. Creativity is thinking about a thing in a different way. It entails thinking deeply and intentionally distorting the information in one’s mind in different ways to see the availability of other possibilities not yet tried but which could be viable. Creativity is a break away from the natural logical way of thinking.

Udoh (2014) defines creativity as the ability to come up with new ideas and to identify new and different ways of looking at problems and opportunities. Udoh (2014) explains creativity as a process of assembling ideas by recombining elements already known but wrongly assumed to be unrelated to each other. To be creative requires the ability to view things in new ways or from a different perspective. Creativity is born out of a need to solve problems, to communicate ideas and values or the need to come up with something new. Researchers have come to associate certain traits and characteristics with creative people. While a single trait alone does not guarantee creativity in an individual, various combinations of these traits are prominent in creative people, many of whom exhibit all traits in varying proportions. The traits of creative people include persistence in the face of adversity, independence, attraction to complexity, tolerance of ambiguity, intuitiveness, broad interests, energetic, drive to achieve, passion for what they do and a willingness to take risks. The question has been raised as to whether these traits are inborn or acquired.

Nigeria today faces several challenges which include economic, technological, social and cultural. Some of these challenges are age long problems, which have been experienced by other nations. These challenges can be overcome by studying how other

nations solved theirs and adopting and improving on their methods. However, many of the challenges which Nigeria wrestles with are relatively unique to Nigeria. Therefore, solutions that may have been adopted by other nations may not necessarily be effective for Nigeria. These unique challenges require unique solutions – which requires creativity. This requires a high degree of flexibility and adaptability of the educational system to these challenges. Radovic-Markovic (2017) stresses the need to place emphasis on promoting creativity in the educational system in order to turn these unique challenges into opportunities.

Creative education is when students are able to use imagination and critical thinking to create new and meaningful forms of ideas, where they take risks, are independent and flexible (Radovic-Markovic, 2017). Instead of enforcing a singular way of thinking or approaching a problem, beyond reiterating what was learned, students are taught to find various solutions to problems. By using divergent thinking to view a problem from various perspectives and combining ideas and concept in new ways, they are able to come up with out-of-the box solutions. Divergent thinking as defined by Radovic-Markovic (2017) is a thought process or method used to generate creative ideas by exploring many possible solutions. Convergent thinking, which follows a particular set of logical steps to arrive at one solution, which in some cases is a "correct" solution. By contrast, divergent thinking typically occurs in a spontaneous, free-flowing, "non-linear" manner, such that many ideas are generated in an emergent cognitive fashion. Many possible solutions are explored in a short amount of time, and unexpected connections are drawn. After the process of divergent thinking has been completed, ideas and information are organized and structured using convergent thinking. Gibson (2016) is of the opinion that the novelty nature of divergent thinking in schools makes it difficult to ascertain exactly how these skills can be cultivated due to limited scientific information.

The increasing interest in creative education is due to the need for more critical thinkers in business, science, politics, education and every subject to be able to solve complex problems (Agbowuro, et.al., 2017). As the world becomes more of a global village, it is no longer possible to make linear decisions in business and in politics. In this era, people who can bring out new ideas to solve pressing issues thrive. For example, in a study conducted by IBM in 2010, over 1,500 chief executive officers from 60 countries and 33 industries were surveyed on creativity. The consensus was that in order to achieve continuous growth for these industries in this complex and ever changing world, creative education must be implemented so that graduating students and future employees are better equipped to for massive shifts in industries.

The goal of creative education is to challenge students individually and encourage originality. This is to dissuade standardizing how students approach problems. Creative education strives to elicit different responses from students regarding the same problem, thereby allowing more than one type of learner to exist within the classroom. When students have more say in their education, they become more engaged, and this facilitates learning. **The Edo State government has recognized the need for creativity and consequently established the Edo creativity and innovation laboratory where**

youths are taught to use creativity in problem solving and critical thinking. Creativity is a teachable skill and many schools in more developed countries require students to take creativity classes, unfortunately, that trend has not been adopted in Nigeria.

Research has found that the benefits of creative education for the students include making learning more fun, thereby fostering a positive classroom environment where students can learn faster and increase their performance (Agbowuro, *et. al.*, 2017). In addition, students' dislike for science, mathematics and social studies subjects can be diminished (Akinwale, 2018), and rapid improvement can be achieved. Unfortunately, there are certain factors which hinder creativity in the classroom. Radovic-Markovic (2017) opined that teachers' capacity for creativity in the classroom is stifled by pressures by the system, standards and big classroom size. In addition, some teachers perceive creativity as extra work and unnecessary, some go as far as discouraging creativity thereby creating a "creativity gap" in classrooms. Udoh and Akpan (2014) posit that by rewarding creative ideas, thoughts and products, creativity can be encouraged in the classroom. Furthermore, they discouraged teachers from limiting assignments to a single format, allowing students to create podcast, videos, poems, songs, and so on instead of written assignments only. In addition, the use of technology and other unconventional learning materials can be introduced into the classroom.

The Link between Creativity and Entrepreneurship

A good education system gives students the freedom to recognize their capabilities and individual potentials. In order to let students the freedom to learn, creating new classroom atmosphere where thinking, questioning and imagining is encouraged and is not hampered, is critical. In this context, education should foster students to work collaboratively; ask questions and act creatively about ideas and issues across a range of disciplines. As creative thinkers, they try to imagine and explore alternatives, and to think in a different manner. Such an approach is required for a solid academic foundation in order to enhance their intelligence, including "soft skills" such as understanding, empathy and communication skills. The use of different learning materials and various resources allow students with various principal learning styles to understand information in the most effective way. The learning is fostered through multidimensional interactions between students and teachers. To learn on their own, the youth needs an unlimited time to play, explore, become bored, overcome boredom, discover their own interests, and pursue those interests. It helps students develop their analytical and critical reasoning skills with particular emphasis on exploring and evaluating competing claims and different perspectives. Education leads to greater personal freedom through greater competence, if it becomes organized to consider diverse perspectives.

However, asRadovic-Markovic (2017) argues that a student's freedom to learn requires the teacher's freedom to teach and these are in a close relationship with each other. The term 'freedom' in education, however, is often misunderstood to imply that

the teacher has a passive attitude and that guidance and supervision should be abandoned. In contrast to this view, in our opinion, education plays a crucial role and significantly determines whether its outcome will be “passive imitators” or “active, creative contributors“. In line with our opinion, the aim of education is an inward freedom, that is, a freedom of expression and a freedom of inquiry. Creative teachers are willing to change and welcome new experiences; they are not afraid to go off the main track or step into the unknown. The teachers are key figures to implement change, but they need support to understand and accept creativity in their practices.

Teaching creatively can be described as teachers using approaches to make learning more interesting, engaging, exciting and effective. Teachers have to attract the students' interest and attention in a new way, and as a result the development of creative approaches is called for (Akomolafe, 2016). Recent literature suggest that creative individuals are more likely to engage in entrepreneurial behaviour (Radovic-Markovic, 2017). The concept of creativity is one that is often discussed in conjunction with entrepreneurship because the creative thinking is an essential element in the formulation of business ideas and is necessary in every stage of business development and execution. Creativity has usually been defined as the production of novel ideas that are useful and appropriate to the situation. It means escaping from the existing perceptions and concepts to open up new ways of looking at and doing things (Akomolafe, 2016). Creativity has also been seen in literature as a form of knowledge creation and a way to benefit learning. In addition, creativity and innovation have close links with knowledge and learning. Hence, creative education involves a balance between teaching knowledge and skills, and encouraging innovation.

In order to efficiently prepare for fast changes in society and work environment, education should provide necessary knowledge and practical skills for students which are trained for management and entrepreneurship. Accordingly, students have to be encouraged to pursue creative and logical thinking and included in the creation of case studies. Tools based on critical thinking depend on careful analysis, evaluation, and reasoning including both deductive and inductive reasoning and both analytical and systems thinking. Some of the tools provide ways to summarize and communicate existing knowledge; others focus on the collection, analysis and display of new data. They are useful in understanding the existing knowledge, gaining additional knowledge, developing, and testing changes. The course curricula have to be devised in view of the experience acquired from either the entrepreneurship environment or another environment, depending on the type of the curriculum. It is necessary, however, to stress that there is little documented evidence of what specific factors within the curricula are effective in fostering the entrepreneurial abilities of students through education and raising entrepreneurial intentions after students' graduation. In this context, current educational systems need to adopt new methods and strategies that are able to support the educational goals set and ensure the freedom of learning and teaching.

Entrepreneurial Education

Education has been the bedrock of all social, economic and political transformation in all societies. Acting as an integrative force in society, imparting values that foster individual excellence, social cohesion and national development. Recognising the importance of education in national development, policy makers around the world such as European Union in 2006, UNESCO in 2013 and QAA in 2012 (Singh, 2016) have placed an unprecedented focus on the field of education across all levels known as 'entrepreneurial skill development through education' or entrepreneurial education for short. Before discussing entrepreneurial education, it is important to understand the concept of entrepreneurship, its importance and how it can help in achieving sustainable development.

Entrepreneurship is the art of self-reliance. It is the desire to start the production of goods and services, relying on one's skills, raising capital, taking risks and developing managerial capabilities (Olurundare and Kayode, 2017). Entrepreneurship is a dynamic process of vision, change and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. It involves exploiting opportunities by pulling together a unique package of resources to create value. Singh (2016) argues that entrepreneurship is not confined to making money, it is also about imagination, flexibility, creativity, willingness to take risk. Entrepreneurship is the art and science of creativity, innovation and risk taking for profit in business.

Entrepreneurship is important for accelerating economic growth both in developed and developing countries. It promotes capital formation and creates wealth for the country (Olurundare and Kayode, 2017). It is the process of searching out opportunities in the market place and arranging resources required to exploit these opportunities for long term gain. Entrepreneurship involves transforming creative ideas into action. The origin of entrepreneurship is as old as civilization. Business persons have been creating ventures for masses based on creative ideas, materializing them into productive action. Entrepreneurs (people who practice entrepreneurship) have a vision for doing things in a better way, thinking beyond the constraints of current rules and resources. Perhaps more importantly, they have the passion and urgency that literally force them to take risk necessary to realize their vision. They want to look deeper in the world and by doing so, they inspire their fellow men and women. Therefore, entrepreneurship is not just a venture creation process; its essence goes beyond contemporary times with maturity and serves as an agent of change. It is universal and is reflected in all major dimensions of civilization viz. social, political, and economic etc. across the globe (Abama, Lawanson and Sobowale, 2019).

Today, no matter where you turn, stories abound of the enormous social, economic and educational benefits of entrepreneurship. As a result, entrepreneurship education programs are proliferating in colleges and universities around the country. Whereas about 17 years ago only a handful of schools offered courses in entrepreneurship, today the case is different. Despite the growing number of new and expanding educational programs in this area, many schools have been slow to respond to

the increasing student and community interest. The growing number of students who chose to shun the traditional employment opportunities to become entrepreneurs has caught some school faculty off guard (Charney and Libecap, 2018). Many schools are still questioning whether entrepreneurship is worth the investment, whether entrepreneurship enhances their students' ability to compete in today's job market and whether their entrepreneurship students make stronger and more successful business leaders.

The Nigerian economy which used to thrive on agricultural exports such as cocoa, groundnut, hides and skin has been, for many years dependent solely on the price of oil in the international market. It is a common knowledge that any fall in the price of oil will result to a fall in the domestic Nigerian economy. It was therefore no surprise that the Federal Government of Nigeria, through the National Universities Commission (NUC), introduced Entrepreneurship Education, which is aimed at equipping tertiary students with entrepreneurial skills, attitudes and competencies in order to be job creators and not just job hunters. This is to improve the economic, technological and industrial development of the nation, as well as to reduce poverty to a minimum (Olorundare and Kayode, 2017).

A major defect of the Nigerian educational system, inclusive of the universities, is its theoretical inclination. For one instance, most Nigerian universities produces graduates who are at best only suited for white collar jobs and have little or no basic skill of any other vocational relevance. Naturally, such a situation will lead to a high unemployment rate especially among university graduates (Abama et al, 2019). In view of the positive social and economic effects of entrepreneurship, many Nigerian universities are now advancing entrepreneurial thinking and behaviour to develop students' awareness of the relevance of entrepreneurship training. Olorundare and Kayode (2017) reiterated the massive unemployment of Nigerian university graduates in the country and traced the problem to the disequilibrium between the labour market requirement and lack of essential employable skills by the graduates such as literacy, oral communication, information technology, entrepreneurial, analytical, problem solving and decision making.

Entrepreneurship can be the creation of a new organization or revitalising an existing organization in response to perceived opportunities. For example, Bill Gates could not have made his fortune if Steve Jobs did not see the opportunity to build and sell personal computers. Neither could Steve Jobs have built a personal computer if Gordon Moore had not invented the microprocessor. Thus, acts of entrepreneurship create specific environment within which creative ideas and innovations build on themselves, leading to continually increasing productivity. In the past ten years, entrepreneurship has been extended to cover such areas as socio-cultural, political, and educational forms of entrepreneurial activity. Consequently, when large companies venture into entrepreneurial activities, it is described as "intrapreneurship" or "corporate spin-off". In school context, entrepreneurship education can be divided into three areas: (i) learn to understand entrepreneurship, (ii) learn to become entrepreneurial and (iii) learn to become an entrepreneur (Gibson, 2016). In modern day vocabulary, any

individual industry or business leader with innovative and creative business abilities is described as an entrepreneur or someone who engages in entrepreneurship (Okala, 2008). The entrepreneur is the one who ventures into the business of organising and managing, while entrepreneurship is the service rendered by the entrepreneur (Akanwa and Agu, 2005). By and large, the entrepreneur is the 'person' who perceives a business opportunity and takes advantage of the scarce resources to meet with unlimited opportunities profitably.

Entrepreneurship education is made of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. As such, it goes beyond business creation. It is about increasing students' ability to participate and respond to societal changes. Entrepreneurship education according to Emeraton (2008) deals with those attitudes and skills that are necessary for the individual to respond to its environment in the process of conserving, starting and managing a business enterprise. He observed that certain basic attitudes and skills are essential for an individual to respond positively to his environment and explore its potentials. This implies that entrepreneurship education prepares the individual to be properly equipped to acquire saleable skills which could be used to manage his own business or that of other person. Entrepreneurship education – or enterprise education, as it is sometimes called, is that education which assists students to develop positive attitudes, innovation and skills for self-reliance rather than depending on the government for employment. Such an experience will in return produce graduates with self-confidence and capacities for independent thought to discover new information leading to economic development.

Entrepreneurship education is the type of education designed to change the orientation and attitude of the recipients and the process will equip them with the skills and knowledge to enable them start and manage a business. It aims at developing the requisite entrepreneurial skills, attitudes, competencies, and disposition that will predispose the individual to be a driving force in managing a business (Akanwa and Agu, 2015). On the other hand, entrepreneurship education can be said to focus on developing understanding and capacity for pursuit of entrepreneurial behaviours, skills and attitudes in widely different contexts. This type of education is open to all and not exclusively the domain of the some self-acclaimed business gurus. This is more true in the sense that these behaviours can be practiced, developed and learned. Therefore it is important to expose all students to entrepreneurship education (Akpomi, 2009).

Mode of Entrepreneurial Training in Nigeria

The growth of any enterprise among other things depends on the entrepreneurial spirit, the qualifications of its owner, quality provision of information, knowledge, skills as well as advice on various aspects of the business. However, programmes to prepare for entrepreneurship training to support small business have become subjects of further education and training. Therefore, such further education needs to focus on filling the literacy gaps of drop-outs or even the unschooled. The students are thus equipped with necessary skills to become successful entrepreneur. The efforts of the Federal

Creative Education and...

Government towards entrepreneurship can be seen in the establishment of the following skills-specific enterprises (Federal Republic of Nigeria, 2004):

- (a) National Directorate of Employment (NDE)
- (b) Industrial Attachment or Student Industrial Working Experience Scheme (SIWES).
- (c) Vocational and technical training
- (d) Information and Communication Technology training (ICT training).

The National Directorate of Employment (NDE) for instance was Nigeria's response to the need for entrepreneurship training of school youths towards solving the problem of unemployment. This nation-wide directorate set up by the Federal Government led to the establishment of the national directorate of employment which was set up to work out and implement strategies aimed at solving the problems of mass unemployment in Nigeria. On the other hand, the Industrial Attachment or Student Industrial Working Experience Scheme (SIWES) was established to boost the practical and entrepreneurship skills of undergraduate students of science-related discipline.

Vocational and Technical Training refers to those aspects of the educational process involving (in addition to general education), the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic and social life. These also have entrepreneurship focus. With respect to Agricultural Training, the primary focus is the cultivation of land, raising and rearing of animals for the purpose of production of food for man, feed for animals and raw materials for industries. It also involves cropping, livestock, forestry, fishing processing and marketing of agricultural products. There is no doubt that the preceding programmes provide students with entrepreneurship training. ICT Training is currently one of the Nigerian government's drives to popularise and practicalize entrepreneurship training of our teeming youths and especially graduates of higher institutions. ICT deals with the use of electronic computers and computer software to convert, store, protect, process, transmit, and secure redundant information. Today, ICT has ballooned to encompass many aspects of computing and technology. It has opened opportunities for our young graduates to become entrepreneurs.

Challenges of Entrepreneurship Education in Nigerian Universities

Within the frame work of the National Policy on Education (Federal Republic of Nigeria, 2004), the primary goals of university education in Nigeria are to:

- (a) Contribute to national development through high level relevant manpower training;
- (b) Develop the intellectual proper values for the survival of the individual and society;
- (c) Develop the intellectual capability of individuals to understand and appreciate their local and external environments;
- (d) Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- (e) Promote and encourage scholarship and community service;
- (f) Forge and cement national unity; and

- (g) Promote national and international understanding and interaction.

Items (a), (b), and (d) of the preceding goals are specific to development of entrepreneurship skills among undergraduates. The efforts of the National Universities Commission (NUC) and Industrial Training Fund (ITF) in this regard are a formidable driving force for entrepreneurship education. University education is under extreme pressure to explicitly prove to society that it can make effective and efficient usage of their resources and that their activities bear relevance to the employment market, aspects only really achievable through modern management acting in accordance with the prevailing environment (Agbowuro et al. 2017). This is the area universities have to demonstrate entrepreneurship capabilities in their programmes so that their graduates would largely become job creators and not hob seekers.

Unfortunately, several challenges currently face Nigerian Universities in their bid to properly entrench entrepreneurship education as important curriculum issue across all disciplines continue to decline. According to Olorundare and Kayode (2017), these challenges include:

- (i) Lack of lecturers with practical entrepreneurial training and consciousness. Although lecturers' awareness of entrepreneurship education has grown in the last five years and attitudes towards the new curriculum has become more positive, majority of lecturers still do not know enough the aims, contents and work method of entrepreneurship education. Consequently, they may be unable to effectively impart the desired knowledge and entrepreneurial skills to their students
- (ii) The task of drawing up course content to be included in the curriculum of entrepreneurship-related education programme in Nigerian universities will require a very long educational process
- (iii) Entrepreneurship education is capital intensive and both lecturers and students need money to practice the theory of initiating, establishing and running enterprises. This undoubtedly constitute constraints which subsequently frustrate the integration of the entrepreneurship in academic program.

Abamaet. al. (2019) highlighted nine basic factors that hinder entrepreneurship education in our universities in Nigeria. These are poor knowledge based economy and low spirit of competition; poor enterprising culture; lack of entrepreneurship teachers, materials and equipment; unavailability of relevant funds; non-inclusion of entrepreneurship program in the general school curricula; poor societal attitude to technical and vocational education development; inadequate facilities and equipment for teaching and learning in practical-related courses; insensitivity of government to enterprise creation and expansion strategy; and poor planning and execution of processes of action. However, one can state categorically that several of these factors are gradually being tackled by the Federal Government of Nigeria under its relevant agencies.

Entrepreneurial Education in the Transformation Agenda of the Federal Government

Nigeria's development efforts have over the years been characterised by lack of continuity, consistency and commitment (3Cs) to agreed policies, programmes and projects as well as an absence of a long-term perspective. The culminating effect has been growth and development of the Nigerian Economy without a concomitant improvement in the overall welfare of Nigerian citizens and, what one can refer to as motion without movement. Such a situation has led to massive unemployment, poverty and even insecurity of lives and properties (Olorundare and Kayode, 2017). The Nigerian government in 2015 based on a set of priority policies and programmes which when implemented could transform the Nigerian economy to meet the future needs of the citizenry. Specifically, the agenda covers issues such as macroeconomic framework and economic direction, governance, sector priority policies as well as programmes and projects of the key areas which include real sector, infrastructure, human capital, enablers and monitoring and evaluation.

Deliberate measures are being put in place to reinvigorate various sectors of the economy and thus enhance employment opportunities for the large number of youth. These measures include implementation of youth employment safety schemes, development of industrial clusters; Reviewing university curricula so as to align with industry job requirements and promotion of apprenticeship/ work experience programmes or joint ventures; enforcement of mandatory sub-contracting and partnering with locals by foreign construction companies; implementation of mandatory skills transfer to Nigerians by foreign construction companies. These are all specific actions being undertaken in ensuring the culture of entrepreneurship education in our system. In order to implement entrepreneurship education, the government through the NUC inaugurates a committee towards developing entrepreneurship education curriculum.

Entrepreneurial Skills

While entrepreneurs have in common certain characteristics and skills, there is a wide range of individuality among them. In sports, some athletes do well because they love a sport and are trained to play it. They have developed their skills. Others are full of natural talent and require much less special training. Still others simply find their own successful approach to playing a sport even though they may not have been trained. Entrepreneurs are the same way. Some receive formal training and skill development. Others have a natural flair for it. Still others break every rule or devise very unusual approaches, but still succeed. While there is no recipe for becoming a successful entrepreneur, certain characteristics are associated with entrepreneurial success. Here are several important ones;

Firstly, do what you love – one of the most important qualities associated with successful entrepreneurship is passion. When people feel committed to what they are doing and when they care deeply about it, they stand the best chance of being successful at it. The heart must become an ally of the mind (Muogbo and John-Akamelu, 2018).

Academic Excellence

Entrepreneurs typically care more about what they are doing than how much money they might make. They must earn an income, of course, or they cannot continue to be entrepreneurs. However, the amount they earn often is secondary to achieving their goals.

Another key quality of the successful entrepreneur is self-confidence. Every entrepreneur encounters problems, and have to believe in their ability to overcome them. When in doubt, they often use past accomplishments to boost their self-confidence. Successful entrepreneurs believe not only that they are capable of success but also believe that they are worthy of success. In addition, entrepreneurs are self-reliant. They do not wait for others to tell them what to do. They are self-starters and feel confident making decisions.

Entrepreneurs have other qualities as well. To accomplish their goals and make their vision a reality, successful entrepreneurs must have drive, persistence, the ability to complete tasks, and be willing to work hard. Additionally, they are opportunity-focused and forward-looking. They are able to set both short and long term goals. They create a vision of what they want their future to be, and they work to achieve it. These are some of the qualities that help them see problems as opportunities. Furthermore, entrepreneurs are willing to take risks. While most people try to avoid risks, entrepreneurs understand that risk is a natural part of trying to achieve goals. Their self-confidence helps them accept the challenges of the risk they take.

Entrepreneurs tend to thrive on competition. While they may actively compete with others, they are more likely to compete against themselves. In other words, they are constantly trying to improve their own performance regardless of what others may be doing. Although they may not realize it, most entrepreneurs are creative. They find innovative ways to problem solving, looking for new and better ways to doing things – ways that have not occurred to others. Finally, entrepreneurs are willing to learn. They are information seekers. They may already know a great deal, yet they recognize that no one knows everything, and that they can learn valuable information from others. Entrepreneurs who are not open to learning often compromise the degree of success they are able to achieve.

Not everyone has the qualities to be an entrepreneur or even want to be an entrepreneur. Some people who possess the necessary qualities are not necessarily made happy by being entrepreneurs. People who have entrepreneurial characteristics are often happier working for someone else. They use their entrepreneurial skills to advance their own careers without taking the risks associated with being an entrepreneur. As with any sport, having the right attitudes and characteristics can carry you only so far. There are necessary skills that are necessary for success. However, unlike personal characteristics and attitudes – which can be difficult to change, entrepreneurs can acquire skills if they are willing to learn them. Additionally, they can hire people who have the needed skills to work for them. Either way, the following skills are important if the entrepreneur's business is to succeed;

- (i) **Ability to plan:** The ability to plan is a key skill for entrepreneurs. They must be able to develop plans to meet goals in a variety of areas, including finance,

marketing, production, sales and personnel (hiring and maintaining productive and satisfied employees.)

- (ii) **Communication skills:** Entrepreneurs should be able to explain, discuss, sell and market their goods or service. It is important to be able to interact effectively with your business team. Additionally, entrepreneurs need to be able to express themselves clearly both verbally and in writing. They also should have strong reading comprehension skills to understand contracts and other forms of written business communication according to Lyon (2017).
- (iii) **Marketing skills:** The success or failure of a business is very dependent on whether the business reaches the market (its potential customers), interests the market and results in those in the market deciding to buy. Many entrepreneurs who failed started with an innovative good or service that with proper marketing could have been very successful. Good marketing skills – that result in people wanting to buy your good or service- are critical for entrepreneurial success.

The Implication of Creative Education for Sustainable National Development

Previously, the attention was basically on the concept of “development”. The most interesting aspect of sustainable development is the fact that it puts in to consideration the present conditions of people as well as not compromising those that come later. Therefore, the concept of sustainable national development remains the modern parameter of measuring development. Boyi (2013) defines sustainable development as the development that meets the needs of the present without compromising the ability of the future generations to meet their own needs. In another definition by Nevin (2018), sustainable development is a process of improving the range of opportunities that will enable individual humans and communities to achieve their aspirations and full potential over a continuous period of time while maintaining the resilience of economic, social and environmental systems. Some of the objective which sustainable development is expected to realize, are: increase capital income and employment, promoting human welfare satisfying basic need, protecting the environment, Considering the path of future generations, achieving equity between rich and poor and participation on a broad basis in development and decision making is important.

Education at all levels and in all its forms constitutes a vital tool for addressing virtually all global problems. education is not only an end in itself, it is a key instrument for bringing about changes in knowledge, values, behaviours and lifestyles required to achieve sustainability and stability within and among countries (Boyi, 2013). Education refers to what can be used by man to solve his problems, to improve his life and make it comfortable. It is one of several ways that people employ to bring change to their all-round development. Education demands effort and discipline. It is also a formidable tool for survival. In all nations, Nigeria inclusive, education remains the instrument for effective national development. While on one hand development is geared towards producing or creating something new or more advanced for society and its members, On the other hand, creative education is a tool which can enhance the desired sustainable

development. Nevin (2018) describes creative education and sustainable development as two sides of the same coin. The strong correlation shown between creative education and sustainable development probably explains why scholars emphasize the need for creative education for the purpose of achieving the desired sustainable development.

Akinwale (2018) sees creative education as a systematic procedure for the transfer and transformation of ideas through formal and informal training of people in the society to enable them view their environment from different perspectives. Consequently stating that creative education deals with mental, physical, psychological and social development of the citizens in a given society. He further stated that the goal of creative education in human resource development is to create unique solutions to the country's challenges aimed at national growth and development. Therefore, for any country to achieve sustainable development in a global economy, there is need for divergent thinking when it comes to problem solving. This divergent thinking can only be achieved by incorporating creative education into the school curriculum (Radovic-Markovic, 2017).

Creative Education and Entrepreneurial Skills as Sine Qua Non For Sustainable National Development

In many European nations, universities and technical colleges trained students of science, economics and business management in skills that help to build more sustainable societies. Programmes such as peace education, Human Right Education, Environmental Education and Youth Entrepreneur schemes are taught in many schools. Hence, such initiatives help students and teachers to gain understanding of the inter-linkages needed for sustainable development. The emphasis has been on education that will provide life and occupational skills that will enhance the potential of individual reinforcing self-sufficiency and improving quality of life.

The Nigerian government seems to have woken up to the reality that the country needs to break away from the vicious cycle of poverty, infrastructural neglect, corruption and other social problems. The reason being that, after more than 50 years of achieving colonial independence, it cannot be argued that Nigeria has attained her optimum level of development. According to Oyindo and Duru (2019) many individuals have difficulties in translating their business ideas to realities and creating new business ventures because of lack of necessary information and skills needed to achieve their targets. To him, the university curriculum was in the past oriented towards making graduates suitable only for white-collar jobs. This underscores why millions of our youths and a lot of university graduates roam about the streets of the major cities and towns in search of white-collar jobs. It is necessary and possible to position Nigerian universities to stimulate economic growth through a deliberate agenda of production of creative and entrepreneurial graduates.

In many countries, including US, high schools offer creative education and entrepreneurship education for life-long trade. And many of them offer courses that enable students to meet their general academic requirement while learning a trade. However, because of the recent challenges in world economy many schools have shifted

emphasis to training in computers, information technology, and related fields. Public schools work closely with willing industries to establish curriculum and programmes to meet their skill demand. Where is Nigeria in this history of entrepreneurship education? While career education has continued to thrive in many societies, it is unfortunately an area that is neglected in Nigeria. No wonder why things are not working as they should in Nigeria. The neglect of creative education and entrepreneurship education is rubbing the nation of the contribution their graduates would make on the economy; the graduates could establish than roam the streets. It is, therefore socially injurious to neglect this important area or look down on its graduates. The society needs competent auto mechanics and truck drivers, carpenters, plumbers, electricians, electronics and computers, database, web and network technicians, book-keepers, and clerks, medical technicians and nursing assistants, (and other personnel in this category) to function well. These are some of the skills in short supply in Nigeria. The half-baked roadside mechanics in the society often cause more damage to vehicles when they are contracted to service them, and because of poor training some of the commercial drivers on the road and nurses assistants in the hospitals have sent many people to their early death. Given these facts, it is a disservice to the society to neglect entrepreneurship education. In Nigeria, graduates of vocational and technical institutions are highly skilled entrepreneurs, but the society does not seem to encourage the youths to take this role. Unfortunately, those who influence education policy in the society (legislators, educators, the media, and so on) appear to feel that graduates of technical vocational institutions are not equal to university graduates; hence there is need for effective strategies for creative and entrepreneurship education in Nigeria with the focus on sustainable national development.

In order to achieve viable creative and entrepreneurial education that will enhance sustainable national development in Nigeria, Arogundade (2016) postulates certain strategies that will help to alleviate the problem of creative education and entrepreneurial education in Nigeria; Firstly, there should be some form of genuine school work based learning incorporated in some studies as part of the national economic development strategies. The development of apprenticeship scheme would give new graduates work skills and work experience while also affording them the opportunity to exercise their creativity positively. Secondly there is need to pool local, public and private funds to create a small venture capital fund. Furthermore, school based enterprises where students identify potential business plan, create and operate small business using the school as mini-incubators.

Arogundade (2016) advocated for the creation of small business schools where interested students and community members can participate; development of entrepreneurial internship programmes matching students with locally successful entrepreneurs with clearly established education programmes. Furthermore, he advocated for the establishment of an enterprise college aimed at fostering the specific skill set required for creativity and entrepreneurship to serve as skill-acquisition centres for the youth. In addition and very important is to create an economic friendly political environment, improving on government taxation on small scale business.

Conclusions

Evidently, Nigeria is lagging behind in preparing her workforce for the challenges of the rapidly changing global economy. Creative education and entrepreneurial education are fundamental ingredients to achieving sustainable national development but this does not happen in isolation. Improved and sustainable development depends on a strong creative and entrepreneurial education system and also on the provision of the right value system and environment beyond school to encourage creative minds and entrepreneurship to thrive. Like the economic theory of entrepreneurship propounds, entrepreneurs are motivated by economic gain. This pursuit of economic gain if not channelled positively can bring further ruin and destabilize the progress being made towards achieving sustainable national development. All too often, we hear of instances of Nigerian graduates who out of frustration have channelled their creative drive and entrepreneurial spirit towards criminal activities. Many creative Nigerian who have ventured into entrepreneurship bemoan the unfriendly environment which they are forced to do business. Multiple taxation, harassment for bribe by government officials, epileptic power supply, unavailability of funds, unfavourable government policies, political instability and many more negative factors contribute to raising the cost of doing business in Nigeria, often times rendering the creative ideas and entrepreneurial ventures unprofitable. This factors force some of the most creative and entrepreneurial minds in Nigeria to seek out the security that comes with white-collar jobs while haphazardly engaging in entrepreneurial activities in their spare time. This paper examined creative education and entrepreneurial skills as sine qua non for sustainable national development. We must take advantage of this opportunity, presented by the Nationwide Association for the Advancement of Knowledge (NAFAK), to strive harer toward the enhancement of the teaching and learning of creative education and entrepreneurial skills in the Nigeria educational system.

Recommendations

To ensure popular and effective participation in creative and entrepreneurship education and enhanced sustainable national development, the following recommendations are made:

1. Entrepreneurship education should be embraced, made compulsory for every tertiary institution in Nigeria and offered in all academics session, from first year to final year.
2. Federal government should provide skill centers for acquisitions of entrepreneurial skills by illiterate youths.
3. Nigeria should refashion her national security policies and objectives, hence her restrictive and traditional national security paradigm are not meeting the needs of the country. Nigeria government should restructure the Nigerian economy by making resources available and creating business opportunities for youths.
4. There should be value reorientation for the members of the society. Presently, materialism is the language that the society understands and speaks. This is why

- everybody is after amassing wealth at all cost.
5. There should be a review of our educational system to reflect the present day realities. Education should not be producing unemployable graduates; rather the system should be turning out employable and employers of labour. It was discovered that the current education system is deficient in providing the necessary impetus for development. It also finds out that same problems keep escalating despite various efforts by the government to review policies and programmes in the Country.
 6. Entrepreneurship education in the universities should be adequately funded. This can be achieved through increase in the budgetary allocation to the universities by the government. With adequate funding, universities will be able to establish entrepreneurial development centers for practical work and the provision of training/instructional material for the programme.
 7. There should be provision for periodic retraining of the teachers to update their knowledge in the various areas of entrepreneurship and in the use of information and communication technology. This will expose them to modern trends in entrepreneurship across the globe and enhance effective teaching.
 8. There is need for a committee to manage and supervise projects to ensure implementation of project design for a particular developmental programme in schools.
 9. For the purpose of achieving sustainable national development, there is need for learning under conducive environment. As such, the dilapidated infrastructural facilities in schools and colleges must be improved
 10. Teachers who are to disseminate knowledge must be properly motivated to give and put in their best. As such the need for salary increment and better working conditions

References

- Abama, O., Lawanson, A. O. and Sobowale, D. A. (2019). Entrepreneurial interest and academic performance retrieved 23rd July, 2019 from https://www.researchgate.net/publication/333172063_Entrepreneurial_interest_and_academic_Performance
- Adebayo, O. and Kolawole, J. A. (2013). The Historical Background of Entrepreneurial Development in Nigeria: Its Gains, Shortcomings and Needful. *Journal of Emerging Trends in Economics and Management Sciences*, 4(5), 493-500.
- Agbowuro, C., Saidu, S. and Jimwan, C. (2017). Creative and functional education: The challenges and prospects for a comatose economy. *Journal of Education and practice* 8. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1138934.pdf>

- Akanwa, B., and Agu, C. N. (2005). *Entrepreneurship: Theory and practice in Nigeria*. Owerri, Nigeria: Resources Development Centre.
- Akinwale, O. B. (2018). Promoting Creativity in Nigeria. Retrieved 22nd July, 2019 from https://scholar.oauife.edu.ng/akinwale/files/abu_2008_-_promoting_creativity_in_nigeria_-_final.pdf
- Akomolafe, C. O. (2016). Managing innovation in Educational system in Nigeria: A focus on creating and sustenance of culture of innovation.
- Arogundade, B. B. (2016). Entrepreneurship Education: An imperative for sustainable development in Nigeria. *Journal of emerging trends in Educational research and policy studies*, 2 (1), 26 – 29.
- Boyi A. A. (2013). Education and sustainable national development in Nigeria: Challenges and way forward. *Mediterranean journal of social sciences*. 4 (8). 139 – 155.
- Charney, A. and Libecap, G. D. (2018). The impact of Entrepreneurship education. Retrieved 23rd July, 2019 from https://www.unm.edu/~asalazar/Kauffman/Entrep_research/e_ed_grow.pdf
- Emeraton, U. G. (2008). Re-thinking higher education management for poverty reduction among the youth in Africa. Paper presented at the 3rd Regional Conference of Higher Education for Youth Empowerment, Opportunities, Capabilities and Second Chance. Organized by Higher Education Research and Policy Network (NERPNET) at IITA, Ibadan, Oyo State. August 18–21.
- Federal Republic of Nigeria (2004). *National Policy on Education (4th Ed.)*. Lagos: Nigerian Educational Research and Development Council Press.
- Gibson, R. (2016). The ‘art’ of creative teaching: Implications for higher education. *Teaching in higher education*, 15 (5), 607 – 613.
- Lyons S. T., (2018). The important role of entrepreneurship skills and their development in creating entrepreneurial cities.
- Muogbo, U. S. and John-Akamelu, C. R. (2018). Impact of entrepreneurial skills in reducing youth unemployment in Nigeria. *European journal of business, economics and accountancy*, 6 (3), 45 – 68.

Creative Education and...

- Nevin, E. (2018). Creative education and sustainable development. Retrieved 23rd July, 2019 from <https://www.developmenteducationreview.com/issue/issue-6/education-and-sustainable-development>
- Oduwaiye, R.O. (2009). Entrepreneurship Education in Nigerian Universities: Implementation and Way Forward. *Advances in Management*, 8(1), 60-67.
- Ogundele, M.O., Sofoluwe, A.O. and Kayode, D.J. (2012). Integrating Entrepreneurship Skills Acquisition in to the National Youths Service Corps (Nysc) Programme in Nigeria. *Journal of Entrepreneurship and Management*, 1(3), 24-28.
- Olorundare, A. S. and Kayode, D. J. (2017). Entrepreneurship education in Nigerian Universities: A tool for national transformation. *Asia Pacific journal of Educators and Education*, 29, 155 – 175.
- Oyelola, O. T., Ajiboshin, I. O., Raimi, L., Raheem, S., and Igwe, C. N., (2015). Entrepreneurship for sustainable economic growth in Nigeria. *Journal of sustainable development studies*, 2, 197 – 215.
- Oyindo, J. A. and Duru, I. D. (2019). Entrepreneurship education for sustainable development in Nigeria. *European centre for research and development*, 7 (2), 58 – 72.
- Radovic-Markovic, M. (2017). Creative education and learning as a means of encouraging creativity, original thinking and entrepreneurship. Retrieved 22nd July, 2019 from http://www.worldacademy.org/files/Montenegro_Conference/Creative_Education_and_New_Learning_as_Means_of_Encouraging_Creativity_by_Mirjana_Radovic.pdf
- Schmidt, J. (2015). Creativity in the entrepreneurship classroom. *Journal of Entrepreneurship education*, 15, 123 - 131.
- Singh, S. K. (2016). Entrepreneurship education: Concept, characteristics and implications for teacher education. *Shaikshik Parisamvad (An international Journal of education)* 5 (1). 21–35. Retrieved from https://www.researchgate.net/publication/319057540_Entrepreneurship_Education_Concept_Characteristics_and_Implications_for_Teacher_Education
- Udoh, A. O. and Akpan, O. E. (2016). Functional education: Rising vocational skills requirements in a global economy. *International Journal of Research in Humanities, Arts and Literature*, 2(6), 2347 – 4564.