

## Promoting Entrepreneurship and Creativity Skills in Youth of Tertiary Institution in Rivers State, Nigeria

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### Abstract

This study determined ways of promoting entrepreneurship and creativity skills in Youths of tertiary institution in Rivers-State, Nigeria. The study adopted descriptive survey research design and was guided by one research questions and one hypothesis. A sample of 100 respondents was selected. (65 lecturers and 45 Industrial Supervisors). Data was collected through questionnaire and analyzed using mean scores and standard deviation for research question and t-test to test the hypothesis at 0.05 level of significance. The findings of the study revealed the three should be establishment of coordinating units in tertiary institutions or identification of skills that are actually needed, provision of friendly environment, equipping the laboratories with adequate equipment and consumables, joint organization of seminar and workshops by Industries and the institutions, exposing the students to unusual activity that drives creativity, periodic assessment of the curriculum, involvement of industries in teaching, setting and marking of practical examination and so no. The hypothesis tested revealed that the two classes of the respondents agree that the items raised were the ways to promote entrepreneurship and creativity skill, but there is difference in their level of agreement. Based on the findings, it was recommended that our educational system should be functional to promote relevance, practical and comprehensive skills such as innovation, adaptability and so on. That the NUC recent efforts to see that university students take some unit in entrepreneurship education should be applauded.

### Keywords:

Entrepreneurship,  
Creativity, Youths,  
Promotion and  
Tertiary Institution.

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## **Background to the Study**

Youths Underemployment and unemployment in Nigeria has been a source of concern to all right thinking mind. Nigerians is such a country God endowed with so many resources (both tapped and ones yet to be tapped), that if well harnessed, our standard of living will be an envious one to the whole world. But the one-million-dollar question is who harnesses it? Youths on their own part are not helping the situation; everyone wants “quick money”, (i.e get rich quick syndrome) without doing any meaningful job.

The National University Commission (NUC) in its wisdom recently rose to the challenge and introduced entrepreneurship education in the undergraduate curricular of universities. The focus is on helping youths acquire economic and social skills that will enable them become self-employed job creators, and contribute meaningfully in the society. This will however, afford youths a self-satisfying, self-rewarding and self-reliant life. Therefore, in the present Nigeria situation, the need for entrepreneurship and creativity cannot be overemphasized. There are relevant skills to be acquired and also the need to provide enabling environment for teaching this entrepreneurship education in tertiary Institution. However, for this beautiful gesture to be a reality, industries should be involved in the teaching and learning of this entrepreneurial and creativity skills.

The industries should be there to really identify the needed skills especially in this era of technology advancement, to avoid our youths dwelling in obsolete and mundane ways of doing things as the world is just a village on its own. Entrepreneurship is the demonstration of being a business visionary. It involves attempting to develop, back and sharpen business with an end goal to change advancement into financial merchandise. According to Reynolds (2010), entrepreneurship is the capacity and willing to develop, organize and manage a business venture along with any of its risks in order to make profit. It involves being self-employed and not relying on other people or government for job security (Habiba, 2010).

Entrepreneurship is characterized as readiness and capacity of a person to search out speculation openings in a situation and have the capacity to set up and run an undertaking effectively dependent on distinguished chances. Thus, Hartigan and Billmore (2005), believe that entreprene-urial thinking should be instilled in younger children from the home to primary school and to tertiary institutions. This is in line with Nnubia (2016) opinion that states that entrepreneurship skills can be taught and /or that learned provided that the approaches used are informed by a proper understanding of how such skills are most effectively developed. For one to make head way in any entrepreneurship endeavor, creativity should be the watch word. Creativity and entrepreneurship are interconnected. It means that decline in creativity would result in similar decline in entrepreneurship.

Creativity involves lots of things such as the ability to see things in a new light, to produce something never seen before or to discern problem. Others fail to recognize and find new and unusual solutions. Sahead and Alofun (2011), defined creativity as the knowledge,

skills and imaginative activity that is applied in new ways to achieve value outcomes and products that are both original and of value. Creativity allows individuals to see opportunities rather than obstacles and solutions to challenge rather than road blocks.

Therefore, there is need to promote creativity and entrepreneurship instead of our Education being largely confined to instruction and transmission, it should become much more participatory, dynamic, active and geared towards solution to problems (Zhao, 2012). This is exactly what our children especially the youths need.

Youths are group of people that are in the stage of transition from the dependence of childhood to adulthood independence and awareness of our interdependence as member of a community. The United Nations (UN) defines Youth as persons between the age of 15 and 24. In Africa, the term "Youth" is associated with young men from 15 to 30 or 35 years of age. In Nigeria, Youths include all members of the Federal Republic of Nigeria aged 18 to 35 (MzAgams, 2019).

Majority of this age bracket are found in the tertiary institutions. At this stage of life, people are very energetic, curious and ready to explore their environment by all means. Therefore, their energy needs to be channeled to positive things. This should be done through Education that is transformative, a paradigm shift that gives rise to change of ethos and purpose, instead of Education being mostly as a preparation for economic life and earning a living. It should be all inclusive for sustainable communities and sustainable economies. (Kembe, 2014). This paper therefore, focused on how to promote entrepreneurship and creativity skills in Youths of our tertiary Institutions.

### **Objective of the Study**

The objective of this paper was to determine ways of promoting entrepreneurship and creativity skills in youths of tertiary institutions in Rivers – State, Nigerian.

### **Theoretical Background**

This study is hinged on two theories namely; innovative theory of entrepreneurship and investment theory of creativity.

Innovative theory of entrepreneurship was advanced by Schumpeter Joseph. The theorist believes that creativity and innovation are the key factor in any entrepreneur's filed of specialization. He sees innovation along with knowledge as the main catalyst of successful entrepreneurship. He also believed that creativity was necessary if an entrepreneur was to accumulate a lot of profit in a heavily competitive market.

On the other hand, investment theory of creativity purposed by Sternberg in collaboration with Lubart holds that creativity is in large part on decision. In particular, it is a decision to buy low and sell high in the world of ideas. The theorists believe that creative people, like good investors, generate ideas that, at the time are valued as novel and perhaps slightly ridiculous. These theories are relevant to this present study because

the highlighted the issue of one being knowledgeable, hardworking, innovative and creative in his/her field of business as the main factor for success. These virtues are what youths in tertiary institution need so that upon graduation, they will be useful to themselves as well as to the society.

### **Statement of Problems**

No nation has ever survived successive high rate of unemployment because of the attendant waste of human resources which it breeds. Nigerian's future prosperity is a function of producing youths who are well prepared and well equipped to take their place in tomorrow's society. This involves implementing educational system that will equip youths with saleable skills which can enable them become gainful employed or self-employed. Such a system should provide for entrepreneurship education geared towards the production of potential entrepreneurs.

But Nigeria today is plagued with poverty and related social ills as a result of preponderance portion of the population (especially the youths) not doing anything. They are seen roaming about the street doing irregular things. There is high rate of social ills such as armed robbery, rape cases, house breaking, political thuggery, car snatching assassination, kidnapping, human trafficking, begging, corruption malnutrition and so on. Hence, the need to determine ways of promoting entrepreneurship and creativity skills in youths of tertiary institutions in Nigeria.

### **Research Question:**

This research question guided the study:

What are the ways of promoting entrepreneurship and creativity skills in youth of tertiary institution in Nigeria?

### **Hypothesis**

This hypothesis was formulated to guide the study and was tested at 0.05 Level of significance.

**Ho:** There is no significance difference between mean responses of lecturers and industrial supervisors on ways of promoting Entrepreneurship and creativity skills in youth of tertiary institution.

### **Methodology**

#### **Design of the Study**

A descriptive survey research design was adopted for the study. According to Gall, Gall and Borg (2007), a survey research is a method of data collection in which questionnaire or interview is utilized in collecting data from a sample that has been selected to represent a population to which the findings of the data analysis can be generalized. The choice of the design was that the study surveyed the opinion of a given population or its representative sample on existing phenomena.

### **Area of the Study**

The study was carried out in Rivers State of South-South geopolitical zone in Nigeria. The state has 23 Local Government Areas with eight (8) ethnic groups. The state has lots of tertiary institutions of which most of them are situated in Port Harcourt Metropolis. There is also multi-national and blue chip companies in the area with its opportunities or private business or self-employment.

### **Population of the Study**

The population of this study was all the lecturers in all the tertiary institution in Rivers State and all the supervisors of Industries in the area. This population was chosen because the lecturers are very close to the students and industries are the end users of the skill in question if one is not self-employed.

### **Sampling/Sampling Technique**

Simple random sampling technique was used to select the respondents from the entire population. Five tertiary institutions were selected from all the tertiary institutions in Rivers- State and five industries were also selected. From the five selected tertiary institutions 13 lecturers were randomly selected from each bringing the size to 65 lecturers and 9 supervisors were also selected from each of the industry that was selected bring the size to 45 supervisors. Then the grand total of the respondents for the study was 100 respondents.

### **Instrument for Data Collection**

A 4 – point rating scale structured questionnaire was used for data collection. The scale ranged from strongly Agreed (4 points) to strongly Disagree (1 point). The instrument was developed and was duly validated. The reliability for the instrument was obtained using Cronbach Alpha which yielded a Coefficient of 0.83

### **Method of Data Collection**

A total of 100 copies of the questionnaire were administered by the researchers with the help of four research assistants to the respondents by hand. An interval of one week was given for collection of the filled copies of the questionnaire. 100 copies were well filled and returned giving a total of 100 percent return rate.

### **Data Analysis Techniques**

Mean ( $\bar{X}$ ) score and standard deviation was used in answering the research question, while t- test was used in testing the hypothesis at 0.05 level of significance. 2.5 were used as the criterion for decision taking. Any item whose mean score is less than 2.5 was regarded as “Disagree” While any item that scores 2.5 and above was regarded as “Agree”. In addition, when the calculated t-values is less than the critical t- value, the null hypothesis will be accepted, but if it is vice versa, it will be rejected.

**Table 1:** Mean and standard deviation of respondents on ways of promoting entrepreneurship and creativity skills in Youths of tertiary Institutions in Rivers – State, Nigeria

S/N	Ways of promoting entrepreneurship and creativity skill in Youths of tertiary institutions	Lecturers			Industrial Supervision		
		X	SD	Remark	X	SD	Remark
1.	Establishment of coordinating units in tertiary institutions that will always identify areas of need in skill acquisition.	3.41	.56	Agree	3.72	.53	Agree
2.	Provision of friendly school environment that stimulates creativity and entrepreneurship skill	3.60	.52	Agree	3.70	.57	Agree
3.	Equipping the university laboratories with necessary consumables and equipment for smooth learning	3.60	.52	Agree	3.70	.50	Agree
4.	Exposing the students to unusual activity that drives creativity	3.43	.54	Agree	3.60	.68	Agree
5.	Encouraging the creativity potentials in individual students in order to generate new ideas and innovation on existing skills.	3.40	.55	Agree	3.68	.51	Agree
6.	Jointly organization of seminars and workshops by the institution and industries	3.60	.52	Agree	3.57	.53	Agree
7.	Involvement of industries in teaching, settling and marking of practical's Examination	3.70	.48	Agree	3.74	.48	Agree
8.	Students embarking on at least three months Industrial training (IT) programme before graduation.	3.74	.49	Agree	3.68	.51	Agree
9.	Compulsory exhibition by each student in an area of interest before graduation	3.60	.52	Agree	3.57	.54	Agree
10.	Periodic assessment of the curriculum to know whether it is achieving its objectives.	3.39	.51	Agree	3.64	.52	Agree
11.	Enough time be allotted to entrepreneurship and creativity subjects in the school/departmental time table	3.80	.42	Agree	3.92	.27	Agree
12.	Qualified personnel professionals should be teaching the course	3.60	.52	Agree	3.70	.46	Agree
13.	Provision of incentives to hard working students to encourage others and to stimulate their interest	3.50	.52	Agree	3.81	.44	Agree
14.	Provision of incentives to hard working students to encourage others and to stimulate their interest.	3.50	.52	Agree	3.82	.44	Agree
15.	Re-orientation of students to understand the certificate.	3.90	.32	Agree	3.66	.55	Agree
16.	For employment in any sector, emphasis should be laid on what one can do instead of on certificates alone	3.62	.53	Agree	3.64	.52	Agree
17.	Campaign on altitudinal change on preference for white collar job as the only source of livelihood	3.50	.53	Agree	3.82	.44	Agree

18.	Spirit of patronage and appreciation should be inculcated in students during the period of training for them to appreciate the ultimate end result.	3.90	.32	Agree	3.66	.55	Agree
19.	Establishment of vocational and apprentice training centers by industries to accommodate IT students	3.80		Agree	3.92	.27	Agree
20.	Provision of internship training and on-the-job training by industries.	3.74	.49	Agree	3.68	.51	Agree
	Grand mean (X) and standard Deviation (SD)	3.61	7.63		3.71	7.64	

### Delimitation of the Study

The study was delimited to five tertiary Institutions and five Industries in Rivers-State of Nigeria. It was also delimited to determining ways of promoting entrepreneurship and creativity skill in Youths of tertiary institutions in Rivers State.

### Findings of the Study

The findings of this study were shown in the table below.

Data from the table above shows that lecturers had a mean (X) range of 3.40 – 3.90, standard deviation range of .32 – .55 and grand mean (X) of 3.61 and standard deviation of 7.63. The industrial supervisors had a mean range of 3.57 -3.92 and standard deviation of .27 – .68 and grand mean of 3.71 and standard deviation of 7.64. The closeness of the standard deviation shows the homogeneity of the respondents. The respondents agreed that all the items are ways of promoting entrepreneurship and creativity skill in Youth of the tertiary institution in Rivers - State, Nigeria

### Hypothesis

Ho: = There is no significance difference in the mean response of lecturers and that of industrial supervisors on ways of promoting entrepreneurship and creativity skills in Youths of tertiary institution in Rivers – State, Nigeria

**Table 2:** t- test analysis of lecturers mean score and that of industrial supervisors on creativity skills in Youths of tertiary institution in Rivers – State, Nigeria.

Respondents	N	X	SD	t-cal	t- crit	P-value	DF	Remark
Lecturers	65	3.61	7.63	3.64	1-96	0.05	108	Ho: = Rejected
Industrial Supervisors	45	3.71	7.64					

The table shows that the calculated value of t (3.64) was greater than the critical value of t (1.96) at 0.5 level of significance and 108 degree of freedom. Since the calculated value was greater than the critical value, the null hypothesis of no significance deference ways



of promoting entrepreneurship and creativity skill in Youths of tertiary institution in Rivers – State was rejected. This indicated that there was significance difference in the degree of their agreement.

### **Discussion of the Findings**

The study revealed ways of promoting entrepreneurship and creativity skills in Youths of tertiary institution in Rivers – State to include among others; the need to establish a coordinating unit, provision of friendly school environment, equipping the school laboratories with necessary equipment and consumables for smooth learning, engaging the service of qualified instructors from industries to help in grooming the students, allowing enough practical time in the departmental time table, campaign on attitudinal change on preference for white collar job as the only source of livelihood. The revelation of establishment of co-ordinating unit for identification of areas of need in skill acquisition is very necessary. And who heads the unit is very important. Their job will solely be on identification of areas of need which will offer the students the opportunity of breaking even their daily lives instead of feeding them with skills that have been overtaken by technological advancement.

It was also found out that there is need for making the school environment friendly to stimulate creativity and entrepreneurial skill and equipping the school laboratories with adequate equipment and consumable. This is in line with Kembe (2014) opinion that providing an enabling environment is a strategy that is two-sided, that is the school environment must be conducive and laboratories fill with the necessary equipment for learning in order for the students to acquire the basic skills.

In the same vein, It was found out that there is need to engage the service of qualified instructors from industries to help in grooming the students. This is highly needed because most of the school works are more of theories than practical's. But the instructors will engage the students in technical areas. This is in line with the opinion of Bala (2007), who says that the school –based learning exercise should include arrangement of qualified instructors and reasonable classroom officers and instructional materials for school guidance.

Finding also revealed the need to allow enough time for entrepreneurship and creativity skill courses (ie practical courses) in the school or departmental time table. The need for enough time cannot be over emphasized in practical courses. If possible let there be a day or 3 to 4 hours set apart for practical courses for impact to be made. It has been observed that the same period allotted to other courses are also given for practical courses which is very wrong. This argument is in line with that of Egbeta (200) who suggest that schools and departments should be wise in assigning time table to courses as it is their responsibility, for learning to take place.

Finally, there is need for altitudinal change on preference for white collar job as the only source of livelihood o the part of the parents and students. Parents should encourage their



children from home to have at least one skill for sustainable livelihood. And the students need re-orientation that entrepreneurship and creativity skill are for people that academic changes.

### **Conclusion**

The findings of the study revealed that these are ways of promoting entrepreneurship and creativity skills in Youths of tertiary institution in Rivers –State Nigeria; they include; establishment of coordinating. Unit, joint organization of seminars and workshop by the institution and industries, provision of enabling environment, equipping the school laboratories, allotting enough time on the time table for practical courses, exhibition in areas of interest by students before graduation and so on. The findings will go a long way in helping our youths to be focused in entrepreneurship programmes already in the curriculum. It fortify out youths on graduation to be all round, people that will have the ability to create innovation, invent, being resourceful, have the inspiration and ability to progress continually in order to compete favourably in global economy and also help to lessen the burden of unemployment rate in Nigeria.

### **Recommendation**

Based on the findings the following recommendations were made:

- (1) Our educational system should be functional and should promote relevant practical and comprehensive skill such as innovation, adaptability, respect for the dignity of labour and practice of self-learning.
- (2) The recent effort made by NUC to see that university students take some unit in entrepreneurship education should be applauded by all the stakeholders for continuity.

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