

## **TEACHERS' PERCEIVED NEEDS FOR AND THE BENEFITS OF CREATIVITY AND ENTREPRENEURIAL SKILLS FOR JUNIOR SECONDARY SCHOOLS IN ANAMBRA STATE**

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### **Abstract**

*This study examined teachers' perceived needs for and the benefits of creativity and entrepreneurial skills for junior secondary schools in Anambra State. Acquisition of creativity and entrepreneurial skills is deemed as a key factor in creating employment and job opportunity among the young graduating students of junior secondary schools. This paper therefore investigated the teachers' perceived needs for and the benefits of creativity and entrepreneurial skills for graduating students of JSS III for self-employment. The study was carried out in junior secondary schools in Anambra State. A descriptive survey research design was adopted. The population of the study was made up of 4,531 teachers of public secondary schools and 261 principals in Anambra state. The instrument used for data collection was a 22 item questionnaire developed by the researchers. Mean and standard deviation statistics were used to answer the two research questions while t-test analysis was used to answer the only one hypothesis formulated for the study. The findings revealed that creativity and entrepreneurial skills: namely thinking, imagination, dreaming, idealizing, contemplation and wondering, among others, related with teachers' views on self-employment and job creation. Consequently, the study made some recommendations that the scope of the basic education curriculum should be extended to include more creativity and entrepreneurial skills so that teachers can lead students through the path of productivity, self-reliance, and job creation.*

**Key words:** Creativity Skills, Entrepreneurship Skills.

### **Introduction**

Creativity and entrepreneurship skill acquisition has globally been applauded as viable instruments for youths and graduates. This is due to its effectiveness in promoting self employment, wealth creation, self reliance and crime-reduction, employment provision and reduction of poverty among the populace (Emezue, 2017). The Federal Republic of Nigeria (2013) recognized the immense role of the development of creativity and entrepreneurial skills at the basic school level when it noted that basic education should provide science and technological skills for economic development (National Policy on Education, 2013). Consequently, Nigeria like other nations has accepted this market-driven or private sector-led economy as

the model to achieve rapid economic growth and development, efficient resource allocation, and utilization (Mbanefo & Eboka, 2018). The researchers revealed worldwide that the paucity of formal employment opportunities has led educational institutions and policy makers to introduce entrepreneurial courses and programmes with a view to creating awareness and changing the mindsets of students to take up careers in creativity and entrepreneurship instead of waiting to be employed by other individuals or organizations for a pay. Therefore, the quality of instructional delivery should be oriented toward inculcating the right type of values and attitudes in the students via creativity and entrepreneurial skills which can be gotten through science and technical education (Mbanefo & Eboka, 2018). This is especially very important for the basic education students who will either leave or continue in school at the end of their basic education.

Basic education is that aspect of education that lays the foundation for sustaining lifelong learning skills. It is the stage where the students are equipped with the necessary skills that would help them solve life problems with ease. It is the stage when students are expected to be equipped with entrepreneurial skills for life-long. Life-long skills involve acquisition of creativity and or entrepreneurial skills or application -of the knowledge of science that leads to particular occupations and for the improvement of man's environment (Onwuachu & Okoye, 2012). This includes workforce training like building technology, engineering careers, business administration, agriculture, home economics etc. The World Economic Forum (2011) also recommended that governments should improve their creativity and entrepreneurial ecosystem by bringing creativity and entrepreneurship to the classroom so that every student in all levels of education should learn entrepreneurial principles, welcome new ideas (creativity), and give support to all types of entrepreneurs. In support of this, researchers like Mbanefo and Eboka (2018) observed that the initiative taken by the Nigerian government to encourage entrepreneurial activity includes the infusion of entrepreneurship education into the basic education curriculum and developing up to 34 trade subjects in the basic education curriculum, of which JSS III students must learn at least one of them before graduation.

It is important to note that infusion of courses of creativity and entrepreneurship education into basic education curriculum will equip junior secondary students with the necessary skills for self reliance in the face of high unemployment threatening our nation, Nigeria. Chukwu, Olaitan and Hyginus (2018) stated that a study carried out by the Anambra State post primary school service commission found out that almost 68% of graduate students from secondary schools are yet to be employed now. The scholars blamed the high rate of the unemployment to lack of collaboration between teachers and students as well as appropriate pedagogy delivery. The incidence of youth unemployment, according to the scholars is attributed to the educational system operated during pre and post independence

era in the country which placed emphasis on liberal education rather than acquisition of creativity and entrepreneurial skills which prepare school leavers and graduates with creativity and entrepreneurial skills for better employment opportunities (Chukwu, Olaitan & Hyginus, 2018). Suffice it to say, that the system focused on and produced school leavers and graduates whose number are always on the rise year after year without commensurate provision of employment opportunities.

It is no longer news that unemployment is on the increase in this country, Nigeria. No wonder, Nwafor (2007) noted that many graduates are unemployed because they chose wrong fields of study; quality of education not up to standard, lacked soft skills. Okoro (2014) reported United Nations Economic Commission for Africa as stating that graduate and youth unemployment is high not only because 'there are no jobs at all but because youths especially those that are well educated face a costly search process earlier on in their career, therefore, they prefer to wait for well-paid jobs in the formal sector. The above review saw the need to reposition and transform education in Nigeria especially the basic education towards creativity and entrepreneurial drive for job creation. Also the global competitiveness of Nigerian graduates and curriculum imbalance need to be addressed. To achieve this, creativity and entrepreneurial drive must be through effective teaching, dreaming, contemplation, thinking and research and or promotion of acquisition of creativity and entrepreneurial skills via courses on creativity and entrepreneurial education at all levels of schooling. The review of basic education's curriculum that place emphasis on compulsory entrepreneurship education for all junior secondary school graduating students is another measure tailored towards averting graduate unemployment problem in the country. It is on this premise that the post primary school commission in Anambra State imposed compulsory creativity and entrepreneurial skills acquisition in all her secondary schools particularly in all her junior secondary schools. .

The directive made it mandatory for all post primary schools to mount creativity and entrepreneurship education for the junior secondary school beginning from 2002/2003 academic year (Lee, 2012). The scholar affirmed that the education addresses some socio-psychological problems and delinquency that arise from joblessness. On this note, it is better to start from the junior secondary schools to train students on entrepreneurial skills so that they will better be equipped to face life challenges in future. This infusion of entrepreneurial studies into basic education is meant to provide the basic secondary school students the mind-set for creating and sustaining necessary innovations. Such infusion might also produce the necessary hub for job creation, poverty reduction, and possibly launch Nigeria into the production market (Emezue, 2017). In addition, creativity dispositions of individuals enable the young students, that is junior secondary students create new products and services through alteration, transformation, or redesigning an existing product into a new form or discovering other uses of the same product (Barrow, 2010).

Creativity skill is the ability to create work that is different and appropriate and not only seen as the power to produce new innovative ideas and or bring into existence something new or to proffer new solutions to an existing problem (Barrow, 2010). Creativity is the ability to think, contemplate, imagine, dream and conceive new and appropriate ideas and the implication of such ideas in solving existing problems or preventing envisaged problems. It is the development of both innate ability and skills born out of constant practice or training (Egbeke, 2017; Emezue, 2017). Obando, Abdul, Bangura, Obando, Munene and Shisanya (2019) supported this view by stating that creativity is not only the ability to come up with new ideas but also narrowing down those ideas to transcend to focus on one that can be elaborated (thinking and then producing) while Hamid, Wennberg and Berglund (2008) noted that creativity is combination of abilities, skills, motivation, attitudes and other factors. This is why Shisanya in Obando, Abdul, Karim, Bangura, Munene and Shisanya (2019) believed that techniques for enhancing creativity involved divergent thinking and general problem-solving heuristics.

Creativity skills, consequently, is a condition which is determined and practised within the context that person's desires (Eysenck, 2008). Okoro (2018) identified creativity as a transverse skill that could be developed in learners using appropriate teaching method. According to Umar and Norashidah (2017), creativity skill implies an attribute that pays attention to issues such as self-esteem, the locus of control, the impact of internal and outside influences on the consequences of actions, inflexibility, and self-centredness. The scholars further stated that curiosity, imagination, challenge – taking and risk taking attitudes are very conducive to creativity development and motivational factors like interest, confidence and value in creative thing are also important determinants of thinking. Research as well indicates that creative skills people are exposed to new experiences and that divergent thinking leads to novel and useful thoughts (Berglund & Wennberg, 2006).

A creative individual is a product of particular patterns which form the characteristics of creative persons. Moreover, creative skills appropriate to one's way of thinking, his life inspirations and approach to life as highlighted above (Berglund & Wennberg, 2006), while entrepreneurial skills are business skills, which an individual acquires personally via basic science, technical or entrepreneurship education to function effectively in business as an entrepreneur and be self-reliant (Umunadi, M2014; Nwafor, 2009). It is also the kind of training given to awaken the sense of initiative of individuals and their ability to turn ideas into reality. Hence, an entrepreneurship education in a school curriculum ensures that each learner has a chance to be creative as well as grasp entrepreneurial skills which will enable him/her become an entrepreneur. In this regard, each student becomes the architect of his/her fortune. Basic secondary school students as a matter of fact ought to acquire creative and entrepreneurial skills which can prepare them for being job creators and

not job seekers and, a great deal of these skills can be acquired through their exposure to entrepreneurship education.

Entrepreneurship education indeed is an education that stands to equip our children with the right type of creativity and entrepreneurial skills for effective performance in not only in the students' lives but also in their meaningful contribution to the society. According to Mauchi, Karambakuwa, Gopo, Kosmas, Mangwende and Gombarume (2011) it aids acquisition of creativity and entrepreneurial skills and these stimulate students to be curious, creative and critical in thinking. It is the kind of education given to people with a view of developing entrepreneurial qualities properly followed-up with support services for smooth take-off and successful running of business. The scholars further maintained that entrepreneurship education is the process of providing individuals with the ability to recognize commercial opportunities and the knowledge, skills and attitudes to act on them. Also, Mauchi et al. (2011) posited that entrepreneurship education is pragmatic and involves meaningful interaction between learner and instructor, developing the ability of the learners to identify, evaluate and generate ideas and solving business problems in a unique way. UNESCO (2008) stated that entrepreneurship education is all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. It goes beyond business creation. It is about increasing student's ability to anticipate and respond to societal changes. It is seen by UNESCO as education and training which allows students to develop and use their creativity and to take initiatives, responsibility and risks. To Lee(2012), entrepreneurship education is an inquiry guided learning and a catalyst for economic development and job creation, self-employment, among others, in any society. This is because it seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings (Okafor, 2014).

This collaborates with the study of Fayolle (2004) that creativity and entrepreneurial skill is a major determinant of entrepreneurship career towards the creation of value and awareness among and or within the minds of students. Non commitment to creativity and entrepreneurial skills among the basic education students resulted in the emergence of unemployment and poverty in Nigeria which consequently leads to social crimes. The key to the success of establishing a culture of entrepreneurship in Africa is education and training that depends on all stakeholders, the state, educators and learners. Apart from the educational impact and influence, the school is the place where most (holistic) profound impact can be brought about in the development of the youth (Njoroge & Gathungu, 2013). Hence, acquisition of creativity and entrepreneurial skills becomes the major veritable tool to job creation amongst the basic secondary schools students so that any student who may not wish to proceed to post basic school could easily and gainfully maximise the skills he/she has acquired so far to contribute meaningfully to the society.

There are various types of skills which are required that the students acquire to be successful entrepreneurs as well as in creation of jobs. Igbo and Hisrich in Umunadi (2014) identified many categories of competencies or skills needed for success in entrepreneurship such as managerial, accounting and financial competencies, marketing and sales skills, and general business skills. The inclusion of these skills into the basic education program will reduce the rate of dependence on government for job, instil in the students the right mindset, the ability to be creative, and innovative, and be able to create job out of their chosen career. Moemeke (2013) stated that creativity skills in science singularly cannot only produce individuals with useable skills but also it can impact on the students the necessary initiative and impetus for utilizing them at the functional level to create wealth. Moemeke maintained that education for creativity should thus explore ways and means of producing individuals who are independent, imaginative, constructive, creative, and artistic as well as with the ideas capable of adventures that break new grounds. Creativity is an essential ingredient in entrepreneurial pursuit and it is indispensable in this era of few jobs or no jobs at all. Entrepreneurial aspect of the technical and vocational manpower training should therefore incorporate skills in establishing, managing and sustaining businesses, at both individual and partnership levels

Acquisition of entrepreneurial skills by basic students has a number of benefits either independently or within an organization where they might be linked; therefore, this concept is highly significant. These benefits include economic growth and development, productivity, and creation of new technology (Aggarwal & Eposito, 2001). In order to make Nigerian graduates more resourceful and self-reliant, the Federal Ministry of education introduced entrepreneurship education into the curricula of the basic schools, post primary and tertiary institutions in order to offer a realistic approach to solving the endemic problem of unemployment facing the nation. Thus, entrepreneurial skill development has since been made a compulsory course for all students in the junior secondary schools in Anambra State, irrespective of students' areas of interest (Okoro, 2014). Okoro (2014) in his view, argued again **that student** with adequate skills and training in entrepreneurial skills will be creative and innovative in identifying noble business opportunities. The scholar further demonstrated how institutions have adopted a wide range of entrepreneurship programmes and training activities which appears to be influencing students in terms of generating entrepreneurial interest and going into the business of the choices. Similarly, Soutaris, Zerbinati and Al-Lahan (2006) revealed that entrepreneurial programmes raise attitudes and behavior capable of provoking entrepreneurial intentions among youths who have interest in the economic development of their nation.

Provoking entrepreneurial interests among the youths via the entrepreneurial programmes projected will not only arouse their personal interests in developing economically, but they will equally contribute meaningfully to the economic

development of the nation. Generally, the main psychological characteristics associated with entrepreneurship are the locus of control, propensity to take risks, self-confidence, need for achievement, tolerance to ambiguity and innovativeness. Hence, most students who receive entrepreneurial formation develop a higher level of control and self-sufficiency. No wonder, Mania (2013) opined that entrepreneurship education is primarily learned by experience and discovery. Akhuemoukhan, Raimi and Sofoluwe (2013) stated that entrepreneurship if well-developed would be an effective tool for poverty reduction, employment generation, fast-track the realisation of universal primary education and promote gender equality.

The impact of acquisition of creativity and entrepreneurial skills via entrepreneurship education cannot be overemphasised. Anam, Iba and Aregbe (2014) articulated that there is a significant relationship between entrepreneurial education and employment creation as well as poverty reduction in the state. Hence, Daku and Oyekan (2014) suggested various education and youth support programmes in terms of skills, attitudes and capacities in all levels of education to establish business outfits for self-employment in Nigeria. The authors suggest the need to produce well-trained tutor; provide a healthy workplace and environment; develop the required political will; and enlighten parents and children on the relevance of the planned education system. In addition, youths should be supported in establishing new businesses and also be educated from time to time so as to stay afloat in business. This will however energise the economy as it brings new ideas to life through innovations, resourcefulness and the aspiration to build something of life-long significance.

Acquisition of creativity and entrepreneurship education plays a big role in equipping students with the creativity and entrepreneurial skills for future carrier development. Creativity and entrepreneurial skills inculcate in the students the prospects of enhancing job creation in society with the rising unemployment nationwide. Having studies in entrepreneurship education to acquire creativity and entrepreneurial skills in the long run not only increases the rate at which science and technology students embrace self-employment but also, it stimulates students to develop interest in self-employment. Hence, it provides good and adequate preparation for the students in starting up businesses on their own and growing new firms. Acquisition of creativity and entrepreneurial skills in basic schools stimulates the student's entrepreneurial interest and enhances their participation in the business of their choice. Self-employment initiatives and engagement is made possible if the syllabus of technical education courses are delivered entrepreneurially. Entrepreneurship education and practical skills enhance technical education students' knowledge and provide opportunity for self-reliance and sustenance.

Students are not conscious to acquire these creativity and entrepreneurship skills, the roles and its benefits. This is evident in students that have graduated from the junior secondary schools that are not yet self-reliant and cannot even do anything for themselves (Double Gist, 2011). Specifically, the study sought to determine the

teachers' perceived needs for and benefits of creativity and entrepreneurial skills for junior secondary school students in Anambra State. In spite of the increasing recognition of entrepreneurship education as a source of self-employment initiatives, regional development and economic dynamism in a rapidly globalizing world, there has been no systematic attempt to look at it from the technical education students' perspective. It is not compulsory that graduating students from basic education will all proceed to the senior secondary education to continue their education. The national policy on education has stipulated that some students could proceed to senior secondary education while others who have acquired the necessary skills could join different trades of their choice. Students who could not acquire enough skills at this level and who could not go further would definitely meet a bleak future. Thus, this study investigated the teachers' perceived creativity and entrepreneurial skills' needs and benefits for students in junior secondary schools. This however aids the study to evaluate the effectiveness of entrepreneurial skills education in the basic secondary schools and if need be make adjustments in the curriculum in order to maximize the benefits. It is against this background that this study which examines creativity and entrepreneurial skills in basic education in Anambra state, advocates full incorporation and implementation of acquisition of creativity and entrepreneurial skills in the basic education curriculum. The importance of these (skills) will help to ameliorate the persistent unemployment saga among the youths and graduates in Nigeria.

### **Statement of the Problem**

Unemployment is one of the most disturbing problems facing federal and state governments. The basic education graduates are expected to be equipped with the necessary skills for self-reliance. This is because it is stated in the National Policy on Education (NPE, 2013) under the objectives of junior secondary that the students should be provided with diverse basic knowledge and skills for entrepreneurship and educational advancement. Unfortunately, it is observed that basic education graduates are not fully equipped with these necessary skills. However, adequate teachers to provide the needed appropriate skills and attitude are not available and where available they are in short supply. The situation has been worsened by mass production of graduates and school leavers from primary, secondary and tertiary institutions without any commensurate arrangement for their gainful employment. The ugly situation has resulted in economic poverty among basic education graduates thus requiring a way-out through acquisition of necessary creativity and entrepreneurial skills in basic education. The question here is, can exposure of students to acquisition of creativity and entrepreneurial skills alleviate the plight of unemployment prevalent among Nigerian graduates? It is in answer to this that the researchers chose to carry out the study to advocate full incorporation and



implementation of acquisition of creativity and entrepreneurial skills in the basic education curriculum.

### **Research Questions**

1. What are the teachers' perceived creativity and entrepreneurial skills' needs of students in junior secondary schools?
2. What are the teachers' perceived benefits of creativity and entrepreneurial skills of students in junior secondary schools?

### **Hypothesis**

**Ho1:** There is no significant difference in the responses of the teachers and principals on the acquisition of creativity and entrepreneurial skills needed by students in junior secondary schools.

### **Methods:**

Anambra state which is in the South-East geopolitical area of Nigeria was used for the study, and descriptive survey research design was employed for this study. It is appropriate because it sought to elicit people's opinion on the acquisition of creativity and entrepreneurial skills in basic education. The population of the study comprised all of the 4,531 teachers and 261 Principals in Anambra state (Ministry of Post Primary Education: Anambra state, Nigeria (2018/2019). 10% of the population was selected through simple random sampling technique (453 public teachers were selected from the 4531 and 26 were selected from 261 numbers of public principals in the state). The total respondents were 479 staff of public secondary schools in Anambra state.

The questionnaire used for the study is structured based on the research questions. It is divided into two clusters (1-2) and has a total of 22 items, with 4-points Likert scale options (strongly agree, agree, strongly disagree and disagree), weighing of 1-4 for favourable statements. Cluster 1 contains 10 items addressing research question 1; while 2 contains 12 items addressing research question 2. It was validated by three experts and pilot tested to obtain the reliability coefficient. The Cronbach's alpha coefficient was 0.82.

The data collected from the respondents were analyzed to answer the research questions. These were assigned weights of 4:3:2:1 for favourable and unfavourable statements. The data were analyzed by computing the mean and standard deviations (SDs) for each item. The researchers used the real limits to interpret the results based on the following decision rule. Any item with a mean score below <2.50 was not accepted, while any that scored above >2.50 was accepted. The standard deviation was also presented to show how the individual raw scores from the computed mean were dispersed. The t-test statistics were used in testing the null hypothesis at 0.05 level of significance.

## Results

The results are presented in Tables 1-2 showing the summary of the results of the two sections of the study. The tables reported the mean and SD for each of the items on which the decision regarding the research questions was based. Table 3 also contains the analysis of the t-test statistics of the difference between the mean of the responses of the teachers and graduating students to address the hypothesis

### Research Question 1

What are the creativity and entrepreneurial skills needed in for job creation?

**Table 1: The creativity and entrepreneurial skills needed for job creation.**

NO	Item	N	Mean±SD	Decision
1	Creativity skills of being independent, imaginative, and constructive thinker	479	3.55±0.56	Accepted
2	Skills for introducing or using new ideas/ways of doing things	479	3.47±0.61	Accepted
3	Skills to be critical to come up with creative ideas	479	3.14±0.70	Accepted
4	Entrepreneurship skills for recognizing and using tools and materials for production	479	3.36±0.61	Accepted
5	Collaborative skills needed for joining corporative societies such as producer& consumer	479	3.17±0.65	Accepted
6	Skills for accessing funds and accounting	479	2.86±0.70	Accepted
7	Personal entrepreneurship skills: Ability to persistently research and find relevant information	479	3.45±0.61	Accepted
8	Ability to organize and build network	479	3.23±0.67	Accepted
9	Business managerial skills for establishing, managing and sustaining businesses, for example, for record keeping such as inventory of production, sales, purchase, and profit and loss account.	479	3.23±0.67	Accepted
10	Ability to think, inquire, dream, contemplate, meditate , curiosity, imagination etc.	479	3.51±0.68	Accepted
	Cluster summary	479	3.22±0.64	Accepted

Table 1 shows the mean ratings and standard deviation of the teachers and principals responses on the creativity and entrepreneurial skills needed in basic

education. The cluster mean of 3.22 revealed that the respondents strongly agreed that all the skills were needed in basic education. The table revealed that the items had their standard deviation range from 0.56 to 0.70, which indicated that the respondents were close to the mean and one another in their responses. The cluster standard deviation of 0.64 shows that the degree of variance from the mean is not much.

### Research Question 2

What are the benefits of creativity and entrepreneurial skills for students of basic education?

**Table 2:** The benefits of creativity and entrepreneurial skills for students in basic education

No	Item	N	Mean+ <u>_SD</u>	Decision
1	Creativity and entrepreneurship education provide individual with adequate training that will be relevance in skill acquisition which encourages self-employment and self-reliance	479	3.31±0.73	Accepted
2	It promotes economic growth, wealth creation and job opportunities	479	3.25±0.67	Accepted
3	It provides the youths adequate training that will enable them to be creative and innovative in identifying novel business opportunities	479	3.35±0.57	Accepted
4	It services as economic growth and development	479	3,23±0.67	Accepted
5	It reduces high rate of poverty	479	3.22±0.64	Accepted
6	It create employment opportunities	479	2.86±0.70	Accepted
7	Acquisition of creativity and entrepreneurial skills go beyond building a business but create job opportunities	479	3.12±0.71	Accepted
8	Creative skills equip critical and creative thinking	479	3.14±0.70	Accepted
9	Reduction in Rural – Urban migration	479	3.55±0.56	Accepted
10	Creativity is an act of turning new and imaginative ideas into reality	479	3.36±0.61	Accepted
11	It is characterised by the ability to perceive a new world in new ways, by finding hidden patterns, to make connections between	479	3.45±0.61	Accepted

	seemly unrelated phenomena, and to generate solution			
12	Creativity and entrepreneurial skills acquisition can lead self-reliance and self-employment	479	3.22±0.64	Accepted

Table 2 shows the mean ratings and standard deviation of the teachers and principal's responses on the benefits of creativity and entrepreneurial skills in basic education. There are twelve items in the cluster. The cluster mean of 3.12 revealed that all the teachers and principals agreed that all the teaching strategies are needed for the acquisition of creativity and entrepreneurial skills in basic education. The standard deviation of 0.80 shows that the degree of variance from the mean is not much.

### Hypothesis

Ho: There is no significant difference in the responses of the teachers and principals on the creativity and entrepreneurial skills needed in basic education for job creation.

**Table 3:** Summary of t-test analysis on the difference ( $P < 0.05$ ) in the opinion of the teachers and principals on the creativity and entrepreneurial skills needed in basic education.

Groups	Number	Mean ( $\bar{X}$ )	Standard Deviation (SD)	Degree of Freedom	Level of Significance	t-cal Value	t-tab Value	Decision
Teachers	453	3.07	0.82	644	$P < .05$	2.42	1.96	Rejected
Principals	26	3.26	0.78					

Table 3 revealed that there was a significant difference in all the items. This was expected considering that the mean for teachers was 3.07 and principals were 3.26. The mean result implies that the principals perceived the items as factors that are required for self-reliance and job creation more than the teachers. It also showed that the t-calculated for the cluster was 2.42 and the t-tab (critical) value is 1.96. Thus, the null hypothesis is rejected.

### Discussion and Findings

Research question one sought to investigate the creativity and entrepreneurial skills needed in basic education for job creation. The results revealed that the teachers and the principals agreed that creativity and entrepreneurial skills were needed in basic education for job creation. It was their perception that creative

skills of being independent, imaginative, and constructive which are the skills for introducing or using new ways of doing things to come up with creative ideas; business managerial skills for establishing, ability to think, inquire, dream, contemplate, meditate, curiosity, imagination, managing, and sustain businesses, for example, in record keeping such as inventory of production, sales, purchase, and profit and loss account, were needed in the basic curriculum for job creation.

The findings of the study is in line with the skills identified by Igbo and His rich in Umunadi (2014) as the creativity and entrepreneurial skills are needed in basic education for job creation. The scholars noted that the entrepreneurial skills for recognizing and using tools and materials for production and collaborative skills (associative partnership) are needed for joining corporative societies; ability to organize and build a network; personal entrepreneurship skills, ability to persistently research and find relevant information and the skills for accessing funds and accounting. This is in line with Moekeke (2013) who stated that the entrepreneurial aspects of education should include courses in business innovation, job creation, management of small and medium scale enterprises, accessing of funds/finance sourcing, and introduction to financial accounting. The findings showed that entrepreneurial education is relevant for students as it equips them with skills for post-graduation job creation ability rather than being job seekers.

Research question two sought to ascertain the benefits of creativity and entrepreneurial skills in basic education. The results revealed that the teachers and the principals agreed that the benefits of creativity and entrepreneurial skills are self-employment and self-reliance, economic growth, wealth creation and job opportunities. Other benefits are creativity and innovative in identifying novel business opportunities, economic growth and development, reduction of high rate of poverty, creation of employment or job opportunities. Creativity and entrepreneurial skills equip students with critical and creative thinking, discovery of one's existence.

The finding of the study is in line with the benefits identified by Descartes in Egbeke Aja (2017). The scholar stated that thinking itself is a form of doing – indeed and it may be the most important kind of human activity, for job creation and self employment. Emezue (2017) identify its effectiveness in promoting self employment, wealth creation, self reliance and crime-reduction, employment provision and reduction of poverty among the populace (Emezue, 2017). This is because it is actually in thinking that an individual is able to concentrate to create, innovate and then produce. Hence, Kuhn in Obando(2019) stated that an act of turning new and imaginative ideas into reality is characterised by the ability to think or perceive a new world in new ways, by finding hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solution, as part of wealth creation thereby leading to crime-reduction. Also, the scholar argued that scientific advancement is not evolutionary, but rather it is a series of peaceful interludes punctuated by intellectually violent revolutions, and in that revolution,

transformation, sort of metamorphosis. It does not just happen but rather it is driven by agents of change (thinking).

### Conclusion

A lot of creativity and entrepreneurial skills are needed in basic education for job creation; the teachers are therefore required to use practically oriented methods in teaching the students. The wheel of development of any country lies on the shoulders of how productive and creative the youths are. The government, parents and guardians have obligations to ensure that youths are empowered to discharge their obligations to the society and to better their lives.

### Recommendations

Based on the findings of the study, the following recommendations were made:

- The scope of the basic education curriculum should be extended to include more creativity and entrepreneurial skills so that teachers can lead students through the path of productivity, self-reliance, and job creation.
- Government should provide enabling environment (facilities and equipment) that are necessary for creativity and entrepreneurial skills.
- Government should develop policy frameworks that will encourage network associations, banks, incubators, and professional services to support young science entrepreneurs.
- All the stakeholders (financial, business and regulatory bodies in Nigeria) should motivate students in the creativity and entrepreneurial skill acquisition that will make them employers rather than employees of labour.

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