Innovations

The Influence of Entrepreneurship Training on Students' Creative Mindsets in Nigerian Tertiary Institution

[1]Ugwu, Kelechi Enyinna (PhD); [2]Uche Chukwunyere (Research Scholar);

[3]Njoku Charles Odinakachi (PhD); [4]Nwankwo Emmanuel Eze (Research Scholar)

[1]Department of Management Technology, School of Management Technology, Federal University of Technology Owerri, Nigeria.
[2]Department of Business Administration, Faculty of Management Sciences, National Open University Owerri, Nigeria
[3]Department of Financial Management Technology, School of Management Technology Federal University of Technology Owerri, Nigeria.
[4]Department of Industrial Relations, Colleges of Management Sciences, Michael Okpara University of Agriculture Umudike, Abia State, Nigeria.

Corresponding Author & Email: **Ugwu, Kelechi Enyinna (PhD),**kelechi.ugwu@futo.edu.ng

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Abstract : Problem*: Lack of technological facilities, inadequate infrastructure, and inadequate quality control had a severe impact on university students' ability to improve their skills. The purpose of this study is to examined the influence of entrepreneurship training on students' creative mindsets in Nigerian Tertiary Institution.* ***Design/Methodology/Approach:*** *The study used a questionnaire as the instrument for data collection and a correlational survey methodology. The study's entire population was made up of 5,437 undergraduate students. Bowley's sampling technique was applied in the survey distribution. Five points likert scale was used to create the questionnaire. Out of 296copies of the survey sent, only 265 were completed and returned; the remaining 31 were not completed and were used in the analysis. To ascertain the link between the variables, the data was statistically evaluated and analyzed using Pearson Product Moment Correlation.* ***Findings****: The findings showed that entrepreneurship training contribute positively to students' creative mindsets in Nigerian tertiary institution. The researchers advise tertiary institution management to promote private-public cooperation between large enterprises and the institution to foster technological transfer and innovation required for socioeconomic development.* ***Originality****: The researchers contribute to body of conventional knowledge by filling the existing gaps in the theoretical, industry and population of the study and recommend possible areas for improvement infurther studies.* ***Practical Implications of the Study:*** *This study would be useful to the university management in designing appropriate course syllabi for entrepreneurship studies in their institutions.*

Keywords*: 1.EntrepreneurshipTraining, 2.Career and Technical Education, 3.Creativity, 4.Innovation Theory of Entrepreneurship.*

1. Introduction

Over the last few decades, there has been a noticeable improvement in entrepreneurial activity worldwide. Usually, starting a new business and growing it is a desire that many people have. However, other business owners concentrate on developing a company from the ground up before moving on to the next big idea. But not every entrepreneur is eager to run a startup when it becomes profitable. Some people prefer to move on to new endeavors that call for the same kind of inventiveness, drive, and drive to create their first firm (Courtney, 2021).

The increase of formal learning provided by higher institutions both in Nigeria and the rest of the world has led to an increase in entrepreneurial activities.Entrepreneurship training is on the verge of transitioning from being an elective subject to a component of the core curricula.It is acknowledged that one of the most significant skills that postsecondary institutions give their students who participate in entrepreneurial activities, which are essential for starting new businesses, is the ability to create new things (Praveena, Martin & Maryanne, 2020).Entrepreneurs with prior experience are more likely to succeed in launching new businesses.

The most effective means of preparing students for entrepreneurship careers or specialized professions, where learning by doing is stressed and creative thinking skills are acquiredis called Career and Technical Education. In other words, it provides advantages for the social and economic advancement of any country (European Centre for the Development of Vocational Training, CEDEFOP, 2011).High rates of labor market involvement, company performance, employee productivity, job opportunities, employee earnings, professional recognition, and career development are just a few of the economic advantages. The program's social benefits include a decrease in crime, increased social cohesiveness, increased personal satisfaction, and increased drive to work.

A link between entrepreneurship and creativity has been found in earlier research. An effective training program helps people increase their cognitive skills, according to previous American studies on creativity and training. According to the study, employees who take part in training programs improve their capacity for creative thought more than those who do not (Scott, Leritz &Mumfold, 2004). Another study by Popovska, Latkovikj, Popovski and Teofilovska (2014)employing 65 public vocational schools in Macedonia indicated that vocational education influences entrepreneurial learning in higher institutions. Earlier research by Matthews and Brueggemann (2015) also found that 67 percent of creative thinking skills are gained through entrepreneurship. Fortunately, some of the studies also provided both favorable results, suggesting that entrepreneurship is a genetic trait that is inherited from birth.The study comes to the conclusion that learning and inherited factors both contribute to creativity.

The proportion of students leave higher institutions without having learned the fundamentals, making it impossible for them to create business in Nigeria. A number of issues plague Entrepreneurship Training in Nigerian Tertiary Institutions, including a lack of technological resources, rapidly declining infrastructure, inadequate resources, poor quality control, insufficient staffing, poorly designed course curricula, brain drain, and a lack of an entrepreneurial culture. The ability of a person to compete on the employment market and in starting new businesses for oneself and others has been hindered by these problems.

In light of the above, none of the earlier studies looked at the influence of entrepreneurship training (career and technical education) on students' creative mindsets in Nigerian tertiary institution was not examined in any of the earlier studies. The researchers are driven to conduct this study in order to fill these knowledge gaps in the body of existing literature.

2. Review of Related Literature

2.1.1 The Concept of Entrepreneurship Training

According to Cope (2005), entrepreneurship training is a structured course that aims to give participants the knowledge and attitude needed to find and begin a new company endeavor. The main goal of entrepreneurial training is to advance the growth of potential individuals' entrepreneurial skills so they can become independent, capable of growing and creating new businesses in both urban and rural areas (Solanski, 2021). It empowers students with the self-confidence, knowledge, and skills required to seize business possibilities. It teaches students how to recognize opportunities, commercialize ideas, manage resources, and launch businesses (Valentin, 2017). It helps an individual develop their leadership skills and cultivates their understanding of the legal processes and business-starting norms.

2.1.2 The Concept of Career and Technical Education

A type of education geared toward a particular career is known as career and technical education (Doak, 2020). It generally not concerned with theory or conventional academic skills and instead focuses on the actual applications of learnt talents. Because an impartial institution has certified them to have technical abilities for work in a particular career, graduates of technical (trade) or vocational schools have an advantage over job searchers with less formal training. They are competent at carrying out a certain job duty. As a result, when they graduate from high school or from college, students are ready to start working in high-paying, specialized positions right away. As a result, career and technical education ties together school and the working world.

A program of instruction that is intended to educate a person for a future career in a particular profession is referred to as vocational education and training (Schaferhoff, 2014). It focuses on the competencies necessary for a specific job function or profession. It disregards conventional, unrelated academic disciplines in favor of preparing pupils for a certain job. This is commonly called technical training or professional training. Better career prospects, greater income levels, increased job satisfaction, more flexibility and mobility, and lifelong learning are just a few advantages of vocational training.

According to a previous study, career and technical education boosts employability. In other words, it improves prospects for job training and technical progress. Technically skilled people can find lucrative employment or start their own businesses to hire others, which will help to reduce unemployment by creating jobs. Additionally, increased incomes are a result of occupational training. Prior studies demonstrates that people who pursue further training earn more than their contemporaries. For a rise in remuneration or income, more qualifications may be required in some businesses. The United States Bureau of Labor Statistics (2018) concurs that education increases earnings. This suggests that raising one's education levels from a high school certificate to various university degrees can enhance their income.

2.1.3 The Concept of Creativity

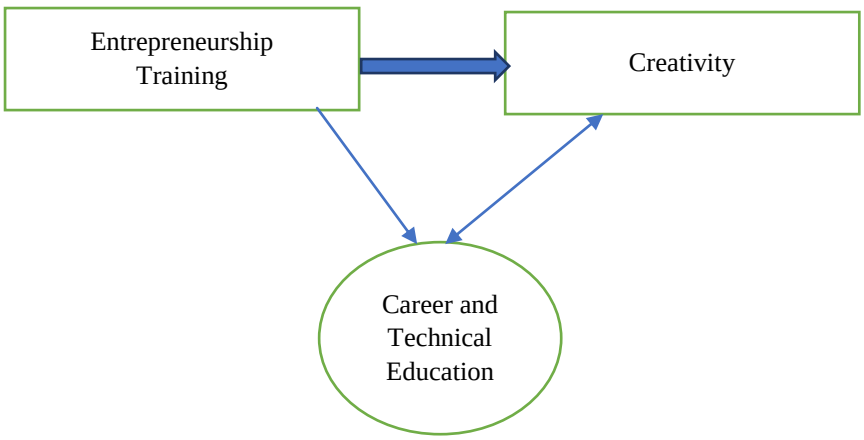
According to Eklund (2022), creativity is the act of fusing disparate ideas, thoughts, pieces of knowledge, or components to create something new, special, or helpful. In the author's opinion, creativity focuses on transforming an idea into something fresh or distinctive. It is the capacity to change something for the better in order to produce something new.To move from the known to the unknown is the art of creativity.

According to Naiman (2020), creativity is the ability to transform novel and creative ideas into reality. It involves using creative thinking to make connections between seemingly unconnected items, reveal hidden patterns, and produce solutions. All human activity, including noticing, remembering, seeing, speaking, hearing, interpreting language, and detecting analogies, has some element of creativity.People that are creative yearn to be unique and have the freedom to try new things always. They are actively creative due to strong capacity for solving issues at their core. People that are creative are typically inventive, not overwhelmed by details or the requirement to employ conventional methods (Goodman, 1995; Cited in Mullins, 2005).

According to Carayannis, Samara, and Bakouros (2015), creativity is the practice of conceiving and developing original ideas into something of actual worth. Scott, Leritz, and Mumfold (2004) defined creativity in terms of skills that can be developed and a process that can be controlled. The authors contend that acquiring knowledge, learning a discipline, and developing a method of thinking are the building blocks of creativity. People learn new things, for instance, by trying, investigating, challenging presumptions, using their imaginations, and synthesizing data to develop novel solutions.

In light of the above definitions, the researchers define creativity as a person's original thought that results in a novel discovery. When someone is motivated, knowledgeable, and able to think creatively, they will become more creative. The capacity to perform an action is expertise. The ability to think creatively is what allows one to solve problems in novel ways. It is significant because it gives someone the ability to view situations from a different perspective and come up with a solution.

Figure 1: A Model Representing Entrepreneurship Training and Creativity



Source: (Authors Own Creation).

The above framework summarizes the interaction between entrepreneurship training and creativity. Entrepreneurship training is serving as an explanatory (independent variable)and proxy to career and technical education. Conversely, creativity presents the dependent variable. This model shows the influence of the entrepreneurship training on creative mindset of students.

2.2. Theoretical Framework

This section discusses the theory and criticisms of innovation theory of entrepreneurship below.

2.2.1 Innovation Theory of Entrepreneurship

The underpinning of this study is the innovation theory of entrepreneurship, which Joseph Schumpeter advanced in 1942. He defined innovation as any new strategy an entrepreneur implements to lower overall production costs or boost demand for his product. Two categories can be used to categorize innovation. Very first set of activities includes all those that lower the overall cost of production, including new production techniques introduced, new technology introduced, and industry-specific innovative methods of organization. The creation of a new commodity or new high-quality goods, the opening of a new market, the discovery of new raw material sources, and product design are just a few examples of activities that increase demand for a product. This second category of innovation, however, encompasses all such activities.

According to the innovation theory, an entrepreneur generates money within his or her innovation which reduces the cost of manufacturing or increases demand for his or her products. The argument goes on to claim that if the law permits an inventor to patent their invention, the entrepreneur will be able to benefit financially for a longer period of time (Hari, N.D).

This theory is relevant to the study on entrepreneurial training and creativity. This is because entrepreneurs bring innovation to the market by turning new idea into products.

2.2.2 Criticisms of Schumpeter's Theory

Many academics in this field have challenged Joseph Schumpeter's Theory for a variety of reasons. Critics believe that the theory overemphasizes the innovative functions of the entrepreneur and undervalues the organizing and management components of entrepreneurship, among other things (Shekhar & Priyanka, 2018).Schumpeter's theory does not take into account profit as a compensation for taking risks, which is a characteristic of the entrepreneur and cannot be disregarded. There is enough risk involved whenever an entrepreneur creates a novel combination of production factors.

The theory disregarded the traditional entrepreneurial feature where an individual brings together and utilizes production factors to create physical goods or services. According to Schumpeter's viewpoint, only innovators who don't acknowledge conventional company models and conventional methods of wealth creation are actual entrepreneurs. Not all nations can accept his theory. In contrast to developing nations, where there are few creative entrepreneurs, it is more applicable in developed nations.

Finally, the idea does not explain why some nations have greater entrepreneurial talent than others (Shekhar & Priyanka, 2018).Nevertheless, despite all the aforementioned objections, Schumpeter's concept is regarded as a milestone in the development of entrepreneurial theories.

2.3 Empirical Review

Previous research has been done on entrepreneurial training and creativity in both Nigeria and the rest of the world. The studies that were examined are listed below.

In India, Chaubey, Sahoo, and Das (2021) investigated how employee creativity mediated the relationship between organizational innovation and training. A single informant pre-tested questionnaire that was employed in the study collected cross sectional data. The respondents who worked for Indian automotive manufacturing companies provided the data. The statistical social science co-variance-based structural equation modeling program was used to test the hypothesis. The research found that employee creativity is influenced by organizational innovation and training.

Tran and Nyland (2011) examined the Impact of International Vocational Education on Australian Training. The study's participants were chief executive officers (CEO) of New South Wales, Queensland, and Victoria as well as international students, teachers, support personnel, and program managers. Interviews were used in the study's quantitative research approach. Face-to-face audio tape interviews with 130 people were conducted. Thematic analysis was used to examine primary data. Results showed that migration and learning among international students are influenced by vocational education and training.

Gielnik, Frese, Bischoff, Muhangi, and Omoo (2016) investigated the Impact of Entrepreneurship Training on Entrepreneurial Behavior in Vocational Training Setting in Uganda. The study used a survey-based quantitative research methodology.389 were randomly selected to complete the questionnaire. These individuals worked in the various units like; sheet metal and plumbing, welding and fabrication, electricity, machine and fitting, bricklaying and concrete practice, motor vehicle, electronic, auto-electrical, and woodworking industries. Primary data were statistically evaluated and analyzed using the linear regression approach and the correlation method to get result. The findings indicated that entrepreneurship training had a considerable impact on entrepreneurial behavior among youths.

Torrents-Sellens, Ficapal-Cusi, and Boada-Grau (2014) looked at the impact of E- learning, Vocational Training on Spanish Employed People. Utilizing inferential statistics, the study utilized a quantitative research methodology.5,265 persons made up the study's population, and the primary data were gathered using an online survey. To provide results, data were analyzed using the exploratory and confirmatory factor analysis method. The results showed that vocational training and e-learning have a substantial impact on the unemployed young people in Catalonia, Spain.

Machumu, Zhu and Sesabo (2016) carried out study on Blended Learning in the Vocational Education and Training System in Tanzania. An interview-based qualitative methodology was used for the study. Three public colleges made up the study's sample (X, Y, Z).To gather primary data, 15 respondents were face-to-face questioned utilizing an audio cassette. In order to provide results, content analysis was used to examine the interview data. Findings demonstrated that students' professional development of cognitive skills is promoted by blended learning with occupational education and training.

2.3.1 Research Gap in Knowledge

Previous studies by;Chaubey, Sahoo and Das (2021) Studied the Mediating Effect of Employee Creativity between Training and Organizational Innovation in India;Tran and Nyland (2011) the Influence of International Vocational Education on Training in Australia; Gielnik et al., (2016) examined the Impact of Entrepreneurship Training on Entrepreneurial Behavior in Vocational Training Setting in Uganda;Torrents-Sellens, Ficapal-Cusi and Boada-Grau (2014) examined the Effect of E-Learning,

Vocational Training on Employability of the Unemployed in Spain; Machumu, Zhu and Sesabo (2016) studied Blended Learning in the Vocational Education and Training System in Tanzania; while present study focused on student creativity and entrepreneurial training in Nigerian Tertiary Institution. None of the earlier research examined the influence of career and technical education on Students' Creative Mindsets in Nigerian Tertiary Institutions. The researchers want to close this gap.

3. Research Methodology

3.1 Research Design

Research methodologies are described by research designs. To fulfill the study's goal, a correlation survey design was used. The design made it easier for the researcher to collect data from participants using a standardized questionnaire.

3.2 Population of the Study

5,437 students from Federal University of Technology made up the study's entire population. The targeted populations take entrepreneurship as a required course in their third year of college, which is the reason for chosen them. The study's geographic focus is primarily the city of Owerri, Nigeria.

Table1 Population Distribution Statistics of Federal University of Technology Owerri

S/N	Faculties	Subject Offered	Section	Population
1	School of Agricultural and Agricultural Technology (SAAT)	Entrepreneurship (ENS 301/302)	2020/2021	641
2	School of Engineering and Engineering Technology (SEET)	Entrepreneurship (ENS 301/302)	2020/2021	1,883
3	School of Biological Science (SOBS)	Entrepreneurship (ENS 301/302)	2020/2021	702
4	School of Environment Science (SOES)	Entrepreneurship (ENS 301/302)	2020/2021	560
5	School of Heath Technology (SOHT)	Entrepreneurship (ENS 301/302)	2020/2021	477
6	School of Management Technology (SMAT)	Entrepreneurship (ENS 301/302)	2020/2021	53
7	School of Physical Science (SOPS)	Entrepreneurship (ENS 301/302)	2020/2021	1121
	Total			5,437

Source: (Personal Records of Federal University of Technology)

3.3. Sample Size and Sampling Technique

The sample size was determined using the Taro Yamane (1973) sampling method.

It is indicated by the following formula: $n = N/1 + Ne^2$

where n = sample size; N = Population Size; e = Sampling Error = 0.05

$n = 5437/1 + 5437 (0.005)^2$

$n = 5437/1 + 13.5925$

Sample Size, n =372.58 =373 approx.

3.4 Method of Data Collection

A structured questionnaire on a five-point likert scale—strongly agree, agree, undecided, disagree, and disagree stronglywas used by the researchers to collect primary data.It was utilized because it makes it possible to gather information from the main source.Following that, an estimation of the number of copies of the questionnaire to be sent to each faculty or school was made using Bowley's (1926) allocation formular.

The formula is therefore provided below.

$n*h = n*(Nh)/N$

Where nh = sample size for stratum, h

Nh = Population size for stratum, h

n = Total sample size

N = Total population size

1. **School of Agricultural and Agricultural Technology (SAAT)**

$n*h = 373*(641)/5437 = 43.97 = 44$ approx.

44 copies of the questionnaire were distributed to the students in the School of Agricultural and Agricultural Technology.

2. School of Engineering and Engineering Technology (SEET)

n*h = 373*(1883)/5437= 129.18 = 129 approx.

129 copies of the questionnaire were distributed to the students in the School of Engineering and Engineering Technology.

3. School of Biological Science (SOBS)

n*h = 373* (702)/5437 = 48.16= 48approx.

48 copies of the questionnaire were distributed to the students in the School of Biological Science.

4. School of Environmental Sciences (SOES)

n*h = 373* (560)/5437 = 38.42 = 38 approx.

38 copies of the questionnaire were distributed randomly to the studentsin the School of Environmental Sciences.

5. School of Health Technology (SOHT)

n*h = 373* (477)/ 5437 = 32.72 = 33 approx.

33 copies of the questionnaire were distributed randomly to the studentsin the School of Health Technology.

6. School of Management Technology (SMAT)

n*h = 373*(53) / 5437 = 3.64 = 4 approx.

4 copies of the questionnaire were distributed randomly to the to the studentsin the School of Management Technology.

7. School of Physical Sciences (SOPS)

n*h = 373* (1121) / 5437 = 76.91 = 77 approx.

77 copies of the questionnaire were distributed randomly to the to the studentsin the school of Physical Sciences.

3.5 The Validity and Reliability of the Instrument

Validity elucidates the extent the questionnaire measures what it targets to measure. The investigators used content and construct validity to accomplish research purpose. Cronbach's alpha test was sought to measure the reliability of the instrument. In addition, ten questionnaires were given tostudents to check

the efficiency of the instrument. The Cronbach's alpha test showed an alpha level of .861 which is above the general accepted threshold of .70. Since the alpha test result was above 70% this indicates that the measurement is highly reliable.

Table 2 Reliability Statistics

Cronbach's Alpha	Number of Items
.861	10

Source: (IBM SPSS Version 20)

3.6 Method of Data Analysis

The data which was generated from research topic "The influence of entrepreneurship training on students' creative mindsets in Nigerian tertiary institution" was statistically tested and analyzed using Pearson Product Moment Correlation to determine the type of relationship that exists between the dependent and independent variables at 5 % level of significance.

4. Data Presentation and Analysis

4.1 Data Presentation

The information extracted from the survey questions were tabulated, coded and analyzed using Statistical Package on Social Science (IBM SPSS Version 20). Out of 296 copies of questionnaire administered to the respondents, only 265 were completed and returned successfully, while the remaining 31 were not utilized for the analysis.

Table 3 Schedule of Questionnaire Administered and Returned for Federal University of Technology Owerri, Imo State.

Item	Frequency	% of Questionnaire
Returned Questionnaire	265	89.5
Unreturned Questionnaire	31	10.5
Total number of Questionnaire Administered	296	100

Source: (Field Survey, 2022).

4.2 Analysis of Research Question One

How do entrepreneurship training influence students' creative mindsets in Nigerian tertiary institution?

The table below shows respondents feedback on research question one using five-point likert scales.

Instruction: Please select (✓) a response that correspond to your own judgement using; strongly agree (SA=5), agree (AG=4), undecided (UN=3), disagree (DA=2) and strongly disagree (SD=1).

Table 4Investigative Questions on Entrepreneurship Training and Creativity

S/N	Questionnaire Item	SA	AG	UN	DA	SD	Total
A	Entrepreneurship Training (Independent Variable) Career and Technical Education						
1.	My institution has vocational center which afford me the chance to learn.	109	145	9	1	1	265
2.	I have developed problem solving skills through training.	117	140	4	3	1	265
3.	Teachers should assess persons though their level of inventiveness.	118	138	7	1	1	265
4.	Students are not motivated to learn what is not being assessed.	141	113	5	6	0	265
5	Students would be more imaginative if training method is thorough.	116	139	1	8	1	265
B.	**Creativity (dependent variable) Creative Thinking Skills**						
6.	I consider myself to be creative.	119	135	3	6	2	265
7.	I believe creative thinking skill is developed individually.	122	134	5	2	2	265
8.	People are taught to be creative in school.	124	133	2	4	2	265
9	Sometimes, I take up new activities on a regular basis.	141	119	1	2	2	265
10	Creative people are problem solvers.	140	117	3	3	2	265

Source (Field Survey, 2022).

4.3 Test of Research Hypothesis One

H_{A1}: Entrepreneurship training had significant positive influence on students' creative mindsets in Nigerian tertiary institution

Table 5: Result of Pearson Moment Correlation			
		TRN	CRT
ETRN	Pearson Correlation	1	.999**
	Sig. (2-tailed)		.000
	N	296	296
CRT	Pearson Correlation	.999**	1
	Sig. (2-tailed)	.000	
	N	296	296
Source: (IBM SPSS Version 20) **. Correlation is significant at the 0.01 level (2-tailed).			

ETRN represent Entrepreneurship Training (Independent variable); CRT represent Creativity (Dependent variable).

4.4 Decision Rule

Reject the null hypothesis (H_0) at a point where p-value is ≤ 0.05; otherwise accept the alternate (H_A) hypothesis. Table 5 above showed the result of the hypothesis using Pearson Product Moment Correlation. Since the p-value (.000) is less than the critical value (0.05), the alternate hypothesis which states that entrepreneurship training had significant positive influence onstudents' creative mindsets in Nigerian tertiary institution is accepted, while the null hypothesis which states thatentrepreneurship training had no significant positive influence on students' creative mindsets in Nigerian tertiary institution is therefore rejected.

4.5 Discussion and Analysis of Findings

The general objective of this research is to examined the influence of entrepreneurship training on student's creative mindset in Nigerian Tertiary Institution. Urther more, the alternate hypothesis was tested and analyzed using Pearson Correlation Method. The test confirmed positive result which indicate that entrepreneurship training had a significant positive influence on student's creative mindset. This result can be interpreted that (+1) unit increase in entrepreneurship training result to 0.999advancement in creativity of university students. The implication is that entrepreneurship training promotes creative thinking skills of students. This result is in agreement with findings of Machumu, Zhu and Sesabo (2016) which state that blended learning with vocational education and training promotes professional development of cognitive skills among students.

5. Conclusion, Recommendations and Further Study

5.1 Conclusion

The aim of this study is to examine the influence of entrepreneurship training on creative mindset among students in Tertiary Institution in Nigeria. The findings of the study revealed thatentrepreneurship training stimulates creative thinking skills of university students. The finding of this study is in harmony with studies of Gielnik, Frese, Bischoff, Muhangi, and Omoo (2016) which indicated that entrepreneurship

training contributes to entrepreneurial behavior among youths. This finding is in accord with studies of Machumu, Zhu and Sesabo (2016) which demonstrated that students' professional development of cognitive skills is promoted by blended learning with occupational education and training.There is an agreement between theory and findings.

5.3 Recommendations

The researchers made the following recommendations based on the findings:Based on findings above, the following recommendations were made below.

I. Entrepreneurial learning requires use of experts and sophisticated technology to promote creativity and innovation among students. The management of Federal University of Technology are advised to support their staff in training in order to enhance their skill develop competencies associated with the use of ICT tools. Manpower development will contribute to efficient and effective means of structural delivery as well as student performance.

II. Tertiary institutions in Nigeria are advised to equip their laboratory with sophisticated equipment, tools and machines in specialized discipline that are practical oriented to enable students develop industry specific skills for a particular profession.

III. Quality assurance is a key for promoting academic standard and university ranking, management should set up a disciplinary committee that will monitor quality of lectures offered to students to ensure compliance across discipline. This will serve to accomplish high performance standard in the tertiary institution.

IV. Government is advised to encourage private-public collaboration between giant industries and university to encourage technological and knowledge transfer necessary for socio-economic development. This will permit industry experts, business practitioners and academics to collaborate with one another especially in the areas of research, innovation and development which in turn result to creativity, innovation, invention and development of Nigerian economy.

5.4 Further Research

This study is limited to one tertiary institution, Federal University of Technology Owerri, Imo State, Nigeria. Future researchers are advised to fill the gap by exploring other tertiary institutions in South-East Nigeria in order to generalize findings. The study therefore recommends future researchers to explore the relationship between formal education and students Innovativeness.

5.5 Practical Implication of the Study

Findings from this study would help the Nigerian government to make compulsory and enforce the learning of entrepreneurship in educational system from primary, secondary and tertiary level to enable Nigerians develop the creative thinking skills to enable them start own business and compete in the job market.

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