CREATIVITY AND INNOVATION STRATEGIES AS A PEDAGOGICAL APPROACH FOR ENHANCING THE TEACHING OF ENTREPRENEURSHIP EDUCATION SKILLS IN TERTIARY INSTITUTIONS

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Abstract

This study investigates the effectiveness of creativity and innovation strategies as pedagogical approaches for enhancing the teaching of entrepreneurship education skills in tertiary institutions in the digital era. Employing a descriptive survey design, data were collected from a population of 480 students enrolled in business and entrepreneurship education courses, with a sample size of 144 selected using the Taro Yamane sampling method. A structured questionnaire served as the primary data collection instrument. The survey research design was adopted for the study and data analysis involved the use of mean and standard deviation to address research questions, the Pearson Chi-Square test to test hypotheses at a 0.05 significance level with result of the hypotheses at 40.479 and 31.415 for the variables of creativity and innovation respectively with which their p-value is less the typical level of significance, thus rejecting the null hypotheses and indicating that there is a significant association between the variables respectively. Findings indicate that creativity and innovation, are essential strategic elements in teaching entrepreneurship skills in higher education. The descriptive statistics revealed a favourable perception of the effectiveness of creativity and innovation for entrepreneurship education. The study concludes that the mere teaching and understanding of theoretical concepts are insufficient for developing adequate entrepreneurship skills. It recommends that creativity and innovation should be central components of entrepreneurship curricula, with students actively be encouraged and trained to cultivate creative and innovative thinking to foster entrepreneurship growth and advancement.

***Keywords**: **C**reativity, Innovation, Entrepreneurship Education Skills, Effective Teaching.*

Introduction

Creativity is about producing original concepts, whereas innovation emphasizes executing those ideas. The culture within an organization greatly affects creativity, essential for both exploration and real-world application. Innovation relies on several elements, such as knowledge levels, personal

creativity, governmental policy, economic systems, and societal standards. Studies by Okpara (2007) stresses that creativity is essential for innovation, whereas Zhang et al. (2016) contend that creativity by itself is inadequate for the survival and growth of a business, this indicate that innovative workers play a role in knowledge creation, which in turn fuels economic development. Promoting creativity in organizations, like granting employees time for innovative thinking, can nurture internal knowledge growth and improve performance. This method fosters the accumulation of knowledge, its recombination, and innovation for the future. In contrast to creativity, which focuses on generating new concepts and innovation entailing developing new value by converting ideas into concrete results should be imparted into students of entrepreneurship education in tertiary institutions.

Creativity helps entrepreneurs see things differently and envision solutions where others might not. Generating Ideas for Innovation thrives on novel ideas as Entrepreneurs need to constantly brainstorm and generate ideas to improve products and services which stand out amid competition as creative thinking is essential in this process. In entrepreneurship, tackling problems is an ongoing hurdle. Ratnesar-Shumate et al. (2020) contend that there is no single correct method for problem-solving; entrepreneurs need to trust their instincts that promote innovation. Additionally, not every method works well in all scenarios, thus flexibility is essential. Entrepreneurs ought to tailor their problem-solving techniques to fit the situation instead of strictly following one method, as insisting on a particular approach could obstruct finding the best solutions. Although essential problem-solving abilities like critical thinking, decisiveness, communication, and data analysis are crucial during an entrepreneur's journey, the particular strategies employed will vary based on the characteristics of each challenge.

Entrepreneurship is the process of learning that prepares individuals to be responsible and enterprising individuals. Further it assists individuals and/or persons improve their skills, knowledge, attitudes with aptitude important to achieve the aims and objectives that projected for themselves on a business venture. Facts also show that people with entrepreneurial education programme highly employable because Entrepreneurship Education is characterized as “a set of institutionalized teachings that informs, trains, and educates anybody interested in contributing to socioeconomic development through a project to encourage entrepreneurship awareness, firm formation, or small business development (Arnaut, 2020).

Entrepreneurship programs must be reviewed from time to time to meet the changing needs of the individual and the society at large. The rate of development of a nation depends on the quality of skills of its labour force. The products of school constitute very critical inputs in production in quest for economic and national development. In the 20th century, new ways of doing things evolved. The methods of processing information changed with the advent of information technology (IT). It was discovered that entrepreneurship will not achieve any relevance if students are trained for the office alone (Ho, Uy, Kang, & Chan 2018). Therefore to achieve its relevance in today’s world of work, it must move with tide.

In other to have a smooth transition from the classroom to the world of work, students must be taught with up-to-date equipment, and they must be furnished with current information. However, it is

important for the government and stakeholders to ensure that entrepreneurship skill is emphatically inculcated in the teaching and curriculum of tertiary institutions entrepreneurship education to enhance their professional careers.

Statement of the Problem

In the teaching of entrepreneurship in tertiary institutions, it is noticed that teaching and acquiring entrepreneurship skill is basically done through the conventional teaching system, hence, the classroom teaching mode and the teaching and understanding of concepts and course and/or subject contents such as innovative entrepreneurship theories, theories of entrepreneurship, social entrepreneurship etc. Recent research evidence posited by Lackeus (2015), as cited in a research "Creativity and Innovation Strategies as a Pedagogical Approach for Enhancing the Teaching of Entrepreneurship Education Skills in Tertiary Institutions," provides strong evidence that teaching and understanding theoretical concepts alone is insufficient for developing adequate entrepreneurship skills. The research justifies, evaluates, and examines the significance of these approaches, finding that creativity and innovation are essential for effective entrepreneurship teaching, as they foster problem-solving, adaptability, and real-world application beyond theoretical knowledge. This shows that the teaching and understanding of these theoretical concepts is not enough to acquire adequate entrepreneurship skills, other methods and techniques of teaching are to be used as an alternative method for teaching entrepreneurship. Hence, this research aims at seeing the deficiency and ineffectiveness of just understanding the core theories of entrepreneurship learning but two other important aspects used in the real-world experience of entrepreneurship in tertiary institutions. This research tends to justify, evaluate and examine the effect and significance of the usage of learning through creativity and innovation strategies in entrepreneurship education in tertiary institutions. As creativity and innovation is essential for businesses such that, it can solve complex problems that needs out-of-the box thinking to explore new opportunities and markets, differentiating your business from competitors, improving your products or services to meet customers' needs and preferences as well as enhancing brand image, so also is creativity and innovation essential for teaching entrepreneurship in the classroom as these strategies to be taught include: Deliberate and Cognitive, Deliberate and Emotional, Spontaneous and Cognitive, Spontaneous and Emotional, while teaching innovative strategies include Product Innovation, Service Innovation, Process Innovation and Technological Innovation (Klaxoon, 2024)

Using these strategies of Creativity and Innovation to teach entrepreneurship, there are other complementary innovative techniques/methods for teaching entrepreneurship effectively and these strategies include Case Studies, Business Plan Creation, Problem Solving, Simulation and Games, Team-Based Discussions, Guest Speaking, Seminars, Individual or Group Project, Role Playing, and Lectures which is being teacher centred. It is however, recommended that there should a Curriculum Reform where Educational institutions should collaborate with industry partners to modernize curricula, ensuring alignment with evolving market demands and technological advancements.

Purpose of the Study

The main objective of the study is to analyze the significant impact of creativity and innovation for effective teaching of entrepreneurship education in tertiary institutions. Specifically, the study sought to:

i. find out if creativity strategy can impact the effectiveness of teaching entrepreneurship skills in students of tertiary institutions.
ii. examine if innovation strategy can impact the effectiveness of entrepreneurship skills acquisition in students of tertiary institutions.

Research Questions

1. Can creativity strategy effectively impact the teaching of entrepreneurship skills on students in tertiary institutions?
2. Can innovative strategy effectively impact the teaching of entrepreneurship skills on students in tertiary institutions?

Research Hypotheses

$H0_1$: Creativity strategies do not have a statistically significant effect on enhancing the effectiveness of teaching and the acquisition of entrepreneurship skills among students in tertiary institutions.

$H0_2$: Innovation strategies do not have a statistically significant effect on enhancing the effectiveness of teaching and the acquisition of entrepreneurship skills among students in tertiary institutions.

Literature Review

Creativity is a vital characteristic for business owners. It fosters creativity, identifies opportunities, addresses challenges, promotes innovation, and encourages uniqueness. Innovative entrepreneurs take on risks, express themselves clearly, and consistently learn and adjust. By leveraging their creativity, entrepreneurs can overcome obstacles, capitalize on opportunities, develop innovative solutions, and establish new, successful, and influential businesses (Talmage-Rostron, 2024).

Creativity refers to the ability to generate, express, or utilize novel ideas, methods, and viewpoints, frequently within a collaborative setting. According to Cropley (2011), creativity is the capability to identify new possibilities, generate innovative concepts, and adjust to evolving environments. This is why learning institutions ought to influence the creativity skills of students during their training. However, the exploration and idea of creativity remain insufficient without the presence of innovation and inventive abilities. Innovation is defined as the process of developing new business concepts and strategies aimed at generating profits, assisting the community, and aligning with corporate objectives (Bhatia, 2023). Additionally, Bhatia (2023) indicated that entrepreneurship innovation acts as a significant driver for enhancing a company's creativity, character, and mindset by encouraging employee imagination. Consequently, organizations can reach their goals, highlighting the importance of incorporating, nurturing, and engaging students in entrepreneurial

innovation skills to enhance and influence their entrepreneurial character and thinking during their educational journey.

Innovation in entrepreneurship education is increasingly acknowledged as a vital contributor to economic growth, productivity, and employment, as well as a crucial element of economic dynamism. The primary goal of entrepreneurship education policies is to foster an entrepreneurial culture, enabling aspiring entrepreneurs to recognize and chase opportunities. Consequently, entrepreneurship education will develop various programs aimed at helping students effectively "connect the dots," thereby enhancing their abilities in opportunity recognition, staying attuned to emerging trends and information, including new technologies and market preferences, as well as discerning patterns within those shifts (Baron, 2006). Innovation in Entrepreneurship serves as a driving force for enhancing the imagination, values, and mindset within a business organization. By igniting the creativity of its employees, a business organization or venture can reach its intended goals. Entrepreneurial innovation can create numerous opportunities by aiding businesses in staying aligned with contemporary market demands and trends (MITADT, 2021).

An effective business innovation strategy can be crucial for a company's expansion and achievement. Innovation is best described as the skill of applying fresh concepts, strategies, and ways of thinking aimed at introducing or enhancing the current state. Innovation in education is not a precise concept with established definitions. Innovation in education involves a willingness to view challenges with a new perspective and tackle them through various, novel approaches. It acknowledges that we do not possess all the answers and are receptive to new ways to enhance, like techniques for knowledge sharing through creative teaching methods. Entrepreneurship has historically been instructed from a business administration viewpoint, emphasizing future predictions and perceiving the world as linear with identifiable inputs and outputs. The realm of entrepreneurs is significantly distinct, typically characterized by high uncertainty, and thus demands an alternate skill set. This educational method facilitates learner-centered education and emphasizes skills that are more relevant for entrepreneurs (Linton & Klinton, 2019). It is also suggested that the entrepreneurship process is not straightforward; thus, creative innovation is crucial, and identifying structure is a chaotic process. Teaching is a recognized profession and an essential vocation for every student. A teacher is an individual who needs both expertise and understanding in his own field. Numerous creative techniques and approaches are employed to deliver instruction in the most effective manner. Learners have numerous methods and choices to acquire new knowledge in today's world via different platforms. Teachers utilize these advancements and innovations effectively. Every educator desires to understand if their instruction is effective and meets standards (Shakthikrishna & Vani, 2022).Yamakawa, McKoneSweet, Hunt, & Greenberg (2016) note that, so far, the success of entrepreneurship education is frequently assessed through the establishment of new ventures. Consequently, entrepreneurship education often emphasizes instructing students on either the skills or concepts required to start a new business. However, this focus on imparting skills and theory ignores the reality that a key characteristic of successful entrepreneurs is their unique cognitive approach to problem solving, which sets them apart from conventional managers. This alternative cognitive approach is called the

entrepreneurial method. After scholars and professionals overcame the belief that entrepreneurs are innate rather than developed, embracing the idea that entrepreneurship can be taught as a discipline (Kuratko, 2003), the need for entrepreneurship education surged (Florin, Karri, & Rossiter, 2007).

Methodology

This study adopted a **descriptive survey research design** to investigate the effectiveness of creativity and innovation strategies as pedagogical tools in enhancing entrepreneurship education skills in the digital era. The descriptive survey enables the researcher to collect extensive and varied data from a large and diverse population in this case, students enrolled in business and entrepreneurship education courses in tertiary institutions. This approach ensures that the findings are representative and can be generalized to similar educational contexts. The research focused on students from the **Department of Business and Entrepreneurship Education** at **Lagos State University of Education (LASUED),** specifically those in the **Oto/Ijanikin and Epe campuses**, which are home to LASUED's College of Vocational and Entrepreneurship Education. The **target population** consisted of **480 students** enrolled in entrepreneurship-related courses across four departments: Accounting Education (212), Business Education (112), Entrepreneurship Education (62), and Secretarial Administration (58). A **sample size of 144 students** (30% of the total population) was selected using both percentage sampling and the **Taro Yamane formula,** ensuring a statistically valid and representative sample. Hence, the chosen target population is justified by its direct relevance to entrepreneurship education, diversity, representativeness, alignment with research objectives, statistical validity, and practical feasibility. This strategic selection strengthens the study's ability to draw meaningful, generalizable conclusions about the role of creativity and innovation in entrepreneurship education within tertiary institutions. Data was collected using a **structured questionnaire** comprising items rated on a **five-point Likert scale,** addressing both independent variables (e.g., creativity, innovation, and the dependent variable (entrepreneurship skills). Primary data was the main source, while secondary data provided contextual support. The **independent variables** included creativity and innovation strategies used in teaching, while the **dependent variable** was the level of entrepreneurship skills acquired by students. These variables were operationalized to assess specific teaching methods such as brainstorming, project-based learning, and business plan development. For **data analysis**, both **descriptive** (mean, standard deviation) and **inferential statistics** (Chi-square test) were used to examine relationships between creativity/innovation strategies and entrepreneurship outcomes. The **Chi-square test** served as the primary method for testing hypotheses regarding the influence of teaching strategies on student outcomes. **Instrument reliability** was verified using **Cronbach's alpha,** with values ≥ 0.7 indicating acceptable internal consistency. **Validity** was ensured through careful questionnaire design and representative sample selection. Several **limitations** were identified, including restricted generalizability due to the single-institution focus, possible student response bias, logistical issues such as internet access, and exclusion of external influences like government policy or economic factors. These limitations suggest that future research should include a broader sample and consider qualitative methods and external contextual factors.

Results

Hypothesis One

$H0_1$: Creativity strategies do not have a statistically significant effect on enhancing the effectiveness of teaching and the acquisition of entrepreneurship skills among students in tertiary institutions.

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	40.479[a]	16	.001
Likelihood Ratio	24.885	16	.072
Linear-by-Linear Association	3.266	1	.071
N of Valid Cases	144		

a. 21 cells (84.0%) have expected count less than 5. The minimum expected count is .03.

The Chi-Square Test results indicate a statistical analysis of the relationship between Entrepreneurship Skills and Creativity as the table shows the Value: 40.479, Degrees of Freedom (df): 16, an Asymptotic Significance (2-sided) at .001. This result indicates a statistically significant association between Entrepreneurship Skills and Creativity at the .001 level. Since the p-value is less than 0.05, we reject the null hypothesis, suggesting that there is a significant relationship between these two variables. The decision hence is that there is a statistically significant relationship between Entrepreneurship Skills and Creativity as per the Pearson Chi-Square test, indicating that as one variable changes, the other may also change in a predictable manner. However, the results should be interpreted cautiously due to the high proportion of cells with expected counts less than 5, which could impact the robustness of the conclusions. The findings reinforce the earlier Chi-Square analysis, highlighting a significant relationship between Entrepreneurship Skills and Creativity.

Hypothesis Two

H2: Innovation strategies do not have a statistically significant effect on enhancing the effectiveness of teaching and the acquisition of entrepreneurship skills among students in tertiary institutions.

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.415[a]	12	.002
Likelihood Ratio	21.778	12	.040
Linear-by-Linear Association	1.800	1	.180
N of Valid Cases	144		

The Pearson Chi-Square test statistic above is 31.415 with 12 degrees of freedom and a p-value of 0.002. Since the p-value is less than the typical significance level of 0.05, we reject the null hypothesis. This indicates there is a **significant association** between the two categorical variables. In other words, the distribution of one variable is related to the distribution of the other variable. The **Likelihood Ratio** also suggest notes that the value is 21.778 with 12 degrees of freedom, and the p-value is 0.040, which is also less than 0.05. This test further supports the conclusion that there is a **significant association** between the variables. The likelihood ratio test is an alternative method for testing the same null hypothesis as the Pearson Chi-Square, and in this case, it suggests the same result: a significant relationship between the variables. In the **Linear-by-Linear Association**, the test statistic is 1.800 with 1 degree of freedom, and the p-value is 0.180. Since this p-value is greater than 0.05, we **fail to reject** the null hypothesis. This suggests that there is **no significant linear relationship** between the variables. This result implies that even though there may be an association between the variables, it may not be linear. Conclusively, there is a significant association between the two categorical variables, as indicated by both the Pearson Chi-Square and Likelihood Ratio tests. However, there is no significant linear relationship, according to the Linear-by-Linear Association test. Therefore, the relationship between the variables is likely not linear but could still be significant in some other form.

Discussion of Findings

The results of the Pearson Chi-Square test for Hypothesis One indicate a statistically significant association between creativity strategies and the effectiveness of teaching and acquisition of entrepreneurship skills among students in tertiary institutions ($\chi^2 = 40.479$, df = 16, p = .001). This finding leads to the rejection of the null hypothesis, confirming that creativity strategies play a significant role in enhancing entrepreneurship education outcomes. This result aligns with the literature, which emphasizes the importance of creativity in entrepreneurship education. As highlighted in the study, creativity is not just about generating new ideas but also about enabling students to approach problems differently, envision novel solutions, and adapt to changing environments. The significant relationship found in this study reinforces the assertion that fostering creativity in the classroom can lead to better entrepreneurial thinking and skill development among students. However, it is important to note the caution regarding the high proportion of cells with expected counts less than 5, which may affect the robustness of the statistical conclusions. Despite this limitation, the evidence strongly supports the integration of creativity-focused pedagogical strategies in entrepreneurship curricula.

For Hypothesis Two, the Pearson Chi-Square test also revealed a statistically significant association between innovation strategies and the effectiveness of teaching and acquisition of entrepreneurship skills ($\chi^2 = 31.415$, df = 12, p = .002). The Likelihood Ratio test further corroborates this finding (p = .040). Thus, the null hypothesis is rejected, indicating that innovation strategies significantly enhance entrepreneurship education outcomes. This finding is consistent with the growing consensus in educational research that innovation is a critical driver of entrepreneurial Innovation in teaching methods such as incorporating product, service, process, and technological innovations prepares

students for real world entrepreneurial challenges by encouraging adaptability, opportunity recognition, and creative problem-solving. The findings from both hypotheses underscore the necessity of moving beyond traditional, theory-based teaching methods in entrepreneurship education. The significant associations found between both creativity and innovation strategies and entrepreneurship skill acquisition suggest that experiential, student-centered, and dynamic pedagogical approaches are more effective in preparing students for entrepreneurial success. These results support recommendations in the literature for curriculum reform and the adoption of diverse teaching strategies, such as case studies, simulations, business plan creation, and industry collaboration

Conclusion

Conclusively, the study provides an empirical evidence that both creativity and innovation strategies are essential for enhancing effective teaching of entrepreneurship education in tertiary institutions. By integrating these strategies into the curriculum, educators can better equip students with the skills, mindset, and adaptability required for success in the modern entrepreneurial parlance.

Recommendations

Based on the research findings, it is strongly recommended that creativity and innovation should be positioned as core competencies within the entrepreneurship education curriculum in tertiary institutions. Traditional, theory-based teaching methods alone are insufficient for equipping students with the dynamic skills required in today's rapidly evolving business landscape. Therefore, educational institutions should integrate creativity and innovation strategies such as project-based learning, business plan creation, simulation games, and problem-solving activities into their pedagogical frameworks. These approaches foster critical thinking, adaptability, and the ability to generate and implement novel solutions, all of which are essential for entrepreneurial success.

Furthermore, curriculum reform is necessary to ensure that entrepreneurship education remains relevant and responsive to current market and technological trends. Collaboration with industry partners should be prioritized to modernize course content and teaching methods. By establishing strong industry-academia linkages, institutions can facilitate practical training, internships, and joint projects, thereby enhancing students' job readiness and exposing them to real-world entrepreneurial challenges.

It is also recommended that educators receive continuous professional development in creative and innovative teaching methods. Training programs and workshops should be organized to equip lecturers with the skills to effectively implement learner-centered and experiential teaching strategies. This will not only improve instructional quality but also inspire students to develop entrepreneurial mindsets.

Additionally, tertiary institutions should create an enabling environment that encourages experimentation, risk-taking, and the free exchange of ideas among students. This can be achieved by providing access to innovation hubs, mentorship programs, and entrepreneurship clubs. Such environments stimulate peer learning, collaboration, and the practical application of classroom knowledge.

Finally, regular assessment and feedback mechanisms should be instituted to evaluate the effectiveness of creativity and innovation strategies in entrepreneurship education. This will help identify areas for improvement and ensure that the curriculum continues to meet the needs of both students and the broader economy. By implementing these recommendations, tertiary institutions can better prepare graduates to become innovative entrepreneurs who are capable of driving economic growth and adapting to the demands of the digital era.

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