

CREATIVE HIGHER EDUCATION AND ENTREPRENEURIAL SKILLS: A PATHWAY TO SUSTAINABLE NATIONAL DEVELOPMENT

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Abstract

The focus of this paper is on creative higher education and entrepreneurial skills as pathway to achieve sustainable national development in Nigeria. The following terms were clearly discussed namely: creativity, creative education, entrepreneurial skills, entrepreneurial education, the implications of creative higher education and entrepreneurial skills development as pathway to sustainable national development. This paper noted that although these are strategies which emphasize creativity and entrepreneurial skills development in schools, the due requirement for the comprehensive orientation of institutions with the sole aim of improving the entrepreneurship mentality of the youths. The aftermath of this will be an end of benefits to the generation of white collar job seekers, increased productivity through creativity and innovations, efficient utilization of available resources and sustainable national development.

Keywords: Creativity, Creative education, Entrepreneurship, Entrepreneurial education
Entrepreneurial skills, Sustainable development

Introduction

Certain variables are important in a nation's quest for sustainable development and economic growth. Scholars have agreed that creativity is the infinite source of innovation, they also mentioned that creativity is important for the long-term survival of any entrepreneurial business organization (Olorundare and Kayode, 2016). Creativity is a mental process involving the generation of new ideas, concepts, or new associations between existing ideas or concepts. Creativity is simply the act of making something new. Therefore, something creative is new and solves a problem or meets a need. Undergraduate entrepreneurs and school administrators are now coming to terms that there is a paradigm shift. With the scarcity of white collar jobs in Nigeria, the education system is priming itself to take advantage of clamour for creative breakthrough ideas, products and services that provide for entrepreneurial success.

Nigeria as a country has been idle and observed for far too long while other countries developed in its desire to implement and achieve economic independence and diversity. With the emphasis now place on creative education, entrepreneurial education and development of entrepreneurial skills, Nigeria seems poised to tackle the advancement of unemployment, poverty, issues of youth unemployment and other socio-economic challenges that have truncated efforts towards achieving sustainable national development. This paper addresses various concepts such as creative education, entrepreneurial education and how their indispensability in the quest to attain sustainable national development.

Concept of Creativity

The meaning of creativity is to think or do something differently. It is a kind of fantasy in which new ideas are promoted and that new ideas are essential to the advancement of human society. Creativity is defined as the tendency to generate or recognize ideas, alternatives or possibilities that may be useful in solving problems, communicating with others and entertaining ourselves as well as others (Gibson, 2010). In other words, it can be said that creativity is the strength or capacity to inflict and create any new object. Although novelty is given special importance in creativity, yet a creative person can present old objects in new forms instead of inventing any new object. Factors like originality, spontaneity, expansion, flexibility in work etc. are inherent in the creative production of a person. Creativity is inherent in each person. Being doctors, engineers, musicians:singers, painters, scientists, writers, etc. they are leading the world on the path of development. Creativity started with the evolution of human society. Initially there was relationship of creativity with intelligence, conscience and foreshadow, but later on scientific discoveries gave right direction to it.

Creativity can be defined on a variety of levels: cognitively, intellectually, socially, economically, spiritually, and from the perspective of different disciplines within the arts, sciences, and humanities. All students can develop their creative capacities if they have access to rich learning opportunities in environments that nurture and support their creative development. Creativity is the act of turning new and imaginative ideas into reality. Creativity is characterized by the ability to perceive the world in new ways to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions (Hussain, 2014). Creativity involves two processes: thinking, then producing. If one has ideas, but does not act on them, then such a person is imaginative but not creative.

It is not necessary that more intelligent people are more creative or more creative people are more intelligent. But teachers are of the view that evaluated creativity has necessarily some relationship with intelligence and creativity and creativity measured by IQ test is different from intelligence. Creativity is difficult to understand. Many psychologists agree with the fact that creativity has an important place in giving birth to new thoughts, turning old things into new and building relationships with irrelevant objects. "Creativity is bold thinking. Bold thinking means the ability of thinking beyond the mainstream, receiving new experience and adding the present relationship with that of the future. Bold thinking or creativity is to work or think with new attitude by going beyond mutual thinking. Certain features have come to be associated with creativity such as innovative, creativity has originality, there is a high degree of intellectual ability found in creativity; flexibility is part of the makeup of creativity; creativity has the power of imagination and checking the correctness of imagination: there are several dimensions and areas of creativity.

Creative Education

The role of education as the foundation of social, economic, political and cultural development is undisputed. All over the world education is expected to be highly rated in national development plans. School programs need to be relevant, practical and comprehensive while interest and ability should determine the individuals' direction in education for the acquisition of appropriate skills and development of mental, physical, social and competences as equipment for the individual to live and contribute to society (Agbowuro, Saidu, & Jimwan, 2017). If we fail to make creative education part of our schools and society today, we may end up poor and dejected in the nearest future. This is because the future may forget those who rely on paid employment. In fact, those who will rely on paid employment in the nearest future may end up being the poorest in the society. I see poverty knocking at their door. The co-founder of apple disclosed that people who end up studying hard, getting a degree and getting a job may end up not securing employment. According to him, "lack of creativity and lack of ability to think uniquely is indeed the main reason why there is so much employment" (Kmacims, 2018). According to Chinasa and Ekemezie (2016), Nigeria is stuck in the

past in this era of transformation. They are of the view that young people are being taught how to pass exams rather than developing their ingenuity. They assert that there is a deep mismatch between the skills our education systems nurture and the needs of society. The education system in Nigeria generally dumps the creative genius within the students because it does not value innovation and entrepreneurial thinking. Many creative subject are being undervalued or cut out of the curriculum all together by many secondary schools. Subjects like music, art, drama, design and technology are being squeezed in most secondary schools.

Creative education exposes students to the world of problem-solving. It is a system of education that equips students with the ability to control solutions to a problem. In creative education, the students are in control, not the teachers and it is a system of education where students learn and develop skills, ideas and competence levels by solving problems through trials and errors (Chinasa&Ekemezie, 2016). Nigeria has created more problems than we can solve and the government which is usually looked upon to resolve problems, compound them for the future generations. Creativity and critical thinkers are needed in politics, business, industries and institutions to solve complex problems emanating as the world advances. Unfortunately, formal education in Nigeria has been repeatedly criticised for churning out conformists and stereotypes rather than freely creative and original thinkers (Shaheen, 2015). If nations are to respond to economic needs, they need to produce an educated workforce. The criteria for educational achievement are said to be changing and being reconceptualised to encompass creativity. Educational institutions are being forced to undergo a major overhaul in resources, attitude and understanding so that creativity can be valued (Chinasa&Ekemezie, 2016). Creativity is being made the focus of curriculum and training in leading institutions around the country. Schools are being seen as places for the encouragement of creativity because they can do this in a “more efficient” manner and can develop it not only in elites but in masses of students. Shaheen (2015) suggests that fostering creativity in the education system from the early years (primary and secondary school) might be more important than introducing creative education in the institutions of higher learning. Primary education is being seen as a critical stage in children’s development. It shapes them for life as well as giving them the essential tools for learning. Primary education is about children experiencing the joy of discovery, solving problems and being creative in writing, art, music, developing their self-confidence as learners and maturing socially and emotionally.

The inclusion of creative education into educational policy documents is evidence that the focus on creativity is not merely a matter of paying “lip service” to the concept (Hussain, 2014) but rather action is being taken. Kmacims (2018) reviewed the curriculum documents of 16 (developed) countries, (American, European and East Asian), identifying the place of arts and creativity in education. They found that creativity was included at various educational levels, at least from early years through primary education for most countries and beyond, up to higher education, for some. The increasing interest in creative education is due to the need for more critical thinkers in business science, politics and every subject to be able to solve complex problems. This soft skill of creativity has been identified as a competency for a successful enterprise in the future.

Creative education defines human nature as creativity, and the educational purpose in creative education is explained as “the development of human creativity”. Creativity in the creative education is sought not from special human field but from human generality. Accordingly, creativity is the essence of personality in the sense of the whole person having diverse physical, psychological, emotional, and social properties and fundamental human nature. Creativity is understood as universal and holistic aspect of human, and the spheres of creativity can be classified into physical-physiological sphere, social sphere, rational sphere, moral sphere, artistic sphere, and religious sphere in human life and the properties of value ability in each sphere are presented. In other words, the properties of value ability are vividness in physical physiological sphere, cooperation in social sphere, quest in rational sphere, virtue in moral sphere, beauty in artistic sphere, and belief in religious sphere.

Some of the benefits of creative education is that it has the capacity to make learning more fun and attractive for students where they can learn faster and can increase their performance. In addition, students' aversion towards science, mathematics and social studies subjects can be diminished thereby improving the students' level of achievement. Three methods of improving creative education according to Gibson (2010) are creative problem solving, the Torrance incubation model and relating concepts. Creative problem solving (CPS) is a method is a more explicit form of cultivating creativity and uses divergent and convergent thinking skills. Students are asked to brainstorm, plan ahead, and find solutions. Instead of changing an entire curriculum to be creative focused, this method is a more obvious way to teach students how to critically approach assignments. The Torrance incubation model (TIM) was developed by Paul Torrance and is made up of three stages: Heighten Anticipation, Deepen Expectations, Extend the Learning. (Gibson, 2010). This model was created to allow instructors to integrate creativity into their lessons without affecting the subject material. Instead of having to put aside time to teach creativity, teachers can use the TIM model to address the subject and creativity at the same time. The teaching model also aspires to help teachers teach better and to increase interest in students.

A study by Olibie and Akudolu (2019) reports that teachers in Nigeria rarely used a variety of learning experiences to encourage creativity among students. Students'-initiated discussions, explorations of alternatives to problem-solving, changes in the use of manipulatives, reflections, brainstorming and discussion of course materials, and critique of their own and other students' work, were not encouraged. Asserting that creative education in Nigeria has failed to meet the objective of encouraging opportunities for creative skills development. They added that the use of instructional technologies to promote creativity was less than optimal due to inadequate facilities and infrastructure and poor response to use of information and communication technology. Without the use of various instructional technologies, there is likely to be a lack of imaginative thoughts and initiatives on the part of students. This is because the students might be tempted to depend entirely on the teachers' notes, textbooks or ideas expressed in the course of the lesson. This would hardly allow for independent options needed for creativity.

For creative education to thrive in Nigeria, there is a need to emphasize on collaborative problem-solving and competence for teamwork in the education curriculum implementation. Furthermore, teachers should make efforts to implement the curricula with focus on creative process, problem solving, research-orientation and inquiry-oriented learning. Teachers should also use instructional technologies to foster creativity across the curriculum. The government must improve their efforts to provide a wide range of instructional technologies to all education institutions in the country. Finally, teachers must be trained constantly to adopt these technologies and creative methods in their process. They should be encouraged to attend conferences, read professional journals, and use the internet and emerging technologies to improve their own learning and foster creativity among student.

Entrepreneurial Education

Entrepreneurship is no doubt a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Characteristics of entrepreneurship policies include the willingness to take calculated risks in terms of time, equity, or career; ability to formulate effective venture teams; involvement of creative skills to marshal needed resources; and fundamental skills of building solid business plan. Recognising opportunity where others see chaos, contradiction, and confusion is also an important priority for entrepreneurship driven policies (Olorundare and Kayode, 2016). These are expected in the long run to help create business and thus enhance economic development. Other characteristics such as seeking opportunities, taking risks beyond security, and having the tenacity to push an innate idea through to reality generally permeate entrepreneur.

Entrepreneurship education is made of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. As such, it goes beyond business creation. It is about increasing student's ability to participate and respond to societal changes. Entrepreneurship education deals with those attitudes and skills that are necessary for an individual to respond to its environment in the process of conserving, starting and managing a business enterprise. He observed that certain basic attitudes and skills are essential for an individual to respond positively to his environment and explore its potentials. This implies that entrepreneurship education prepares the individual to be properly equipped to acquire saleable skills which could be used to manage own business or that of other persons.

Entrepreneurship education- or enterprise education as it is sometimes called is that education which assists students to develop positive attitudes, innovation and skills for self-reliance rather than depending on the government for employment. Such an experience will in return produce graduates with self-confidence and capacities for independent thought to discover new information leading to economic development. Entrepreneurship education in Nigeria amongst other things seeks to provide students in tertiary institutions with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of ventures. Variations of entrepreneurship education are offered at all levels of schooling in Nigeria, from primary to secondary schools through the graduate university programs. It is a life-long learning process. The concept of lifelong learning is essential to the competitiveness of the knowledge economy. It applies to all levels of education and training and concerns all stages of life as well as the different forms of apprenticeship.

Therefore, the move by the government through the Federal Ministry of Education to make entrepreneurship education one of the compulsory general studies for students in universities across the country should be seen as a positive step in the right direction. This is to inculcate in the youths the spirit of self-reliance. This development will not only address the problem of unemployment and underemployment but will also ensure an entrepreneurial human capacity for national development. It is the hope that with the introduction of entrepreneurial education in our tertiary institutions the universities will better be repositioned to become centres of excellence with the equipping of technical laboratories both at secondary and tertiary levels. This will put the country on the path to join communities of nations that have fought poverty through strengthening of businesses of all sizes. There is now a very serious attention in Nigeria paid to entrepreneurship education in tertiary institutions in Nigeria. The reason for this of course is obvious, Nigeria educational system that turns out graduates from about 150 Universities and 50 Polytechnics and Monotechnics have not trained our graduates to be self-reliant, but to depend solely on white collar jobs for sustenance (Ojeifo, 2014), As a result, there are several graduates from Nigerian Universities today who are not gainfully employed. Apart from the book knowledge that they gained there are no requisite skills to make them self-dependent. There is therefore the need to engage the youth who constitute over 60 percent of the population in meaningful engagement to avoid unhealthy alternatives for this group of people. It is believed that employment of Nigerian graduates either part-time, full-time or even under-employment can be said to have eluded Nigerian youths with Nigeria said to have one of the highest rates of youth unemployment in the unindustrialized world. Despite strong economic growth, youth's Hill-time unemployment rate for 2014- 2016 in Nigeria was put at over 60.0% (Sherif, 2018). While countries like Japan, China, India, Korea, have joined community of industrialized nations by strengthening their small scale industries, Nigeria is yet tounderstand the relevance of this sub-sector or create the conditions necessary for this subsector to thrive.

Entrepreneurship education is oriented towards different ways of realizing opportunities. This is what makes entrepreneurship education distinctive in its focus on realization of opportunity, whereas management education is focused on the best way to operate existing hierarchies. Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage

entrepreneurial success in a variety of settings. Entrepreneurship education according to Ojeifo (2014) is structured to achieve the following objectives:

- To offer functional education for the youth that will enable them to be self-employed and self-reliant.
- Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
- To serve as a catalyst for economic growth and development.
- To offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible.
- To reduce poverty.
- To create employment generation.
- Reduction in rural - urban migration.
- Provide the young graduates with enough training and support that will enable them to establish a career small and medium sized businesses.
- To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.
- Create smooth transition from traditional to a modern industrial economy.

Entrepreneurial Skills

Skill is thought of as a quality of performance which does not depend solely upon a person's fundamental, innate capacities but must be developed through training, practice and experience. Although skill depends essentially on learning, it also includes the concepts of efficiency and economy in performance. Modern concepts of skill stress the flexibility with which a skilled operator reaches a given end on different occasions according to precise circumstances (Adeyemo, 2019). However, it must be reiterated that even though basic human capacities are not sufficient to produce skills, they form the necessary basis of their development; skills represent particular ways of using capacities in relation to environmental demands, with human being and external situation together forming a functional system.

The entrepreneur will need a broad array of entrepreneurial skills to succeed in today's market, They must possess basic skills necessary to enable them function effectively and thereby increase the employability level of their school products. There are a number of qualities and skills they need to have, including personal attributes, educational skills, business skills and management capabilities. Why they may not have all of them right now, there are five basic skills they really must have to function effectively as an entrepreneur in and outside the school environment. Those skills are (Adeyemo, 2019):

- Sales and marketing skills: They are the most important skills an entrepreneur must have in their day to day activities. They must be keen to think on how to reach their audience using the best teaching approach and the organization who will eventually employ products. This entails understanding the concept of marketing in changing the perception of their potential customers and investors towards their product or service.
- Financial know how: The entrepreneur should develop their ability to make money as being self-reliant is big business. Therefore, the most important skill an entrepreneur should have is ability to handle money well. Hence, the teacher should teach the students the financial skills to be self-employed to the best of their ability.
- Self-motivation skills: An entrepreneur, does not have the luxury of being told what needs to be done by his boss. He should be motivated and see himself as manager of himself and resources at his disposal. He needs to be smart enough to know when he needs to go ahead and when to stop his

day to day activities. Therefore, the entrepreneurial teacher must have the extra drive to and commitment to ensure that he is taking the necessary steps to impart this skill into their students.

- Time management skill: The ability to plan your day and manage time is particularly important for a school business. Simply put, entrepreneurs and entrepreneurship teachers must be good time managers and prioritize task as an effective entrepreneur.
- Administrative skills: If you can hire an assistant that will organize the office space, file papers and mails, then you are lucky. However, must start up entrepreneurs cannot afford such luxuries. Hence as an entrepreneur, it is important to possess great deal of administrative skills to succeed as a manager of human resources.

Creative Higher Education and Entrepreneurial Skills as a Pathway to Sustainable National Development

Entrepreneurship education and creative education has continued to be critically discussed among scholars and the corporate world as a result of its impact on sustainable development. Its impact will be better felt amongst developing nations across the globe where there is urgent need for transition into a development economy as a result of its devastating impact on health, security and finance. It has therefore become apparent that creativity and entrepreneurship can be taught and that countries who seek to continuously develop must adopt creative education and develop entrepreneurial skills in its students. Following World War 11, South Korea was on par with some of the most destitute nations of the world. Fast- forward to today, where hundreds of skyscrapers dominate the landscape of Seoul, and the growth truly does seem miraculous. South Korea is literally the textbook case of rapid scale- up of industry and modernization (Park, 2019). The general consensus is that much of this miraculous growth can be attributed to South Korea's rigorous education system which insists on creativity and developing the entrepreneurial skills of their populace.

Economic growth has generally been correlate with increase in education. This logic is simple: a smarter and better trained workforce is a more productive workforce. But the practical application is more nuanced - in order to be efficacious, the education system of a country must match a country's stage of economic development. In order to elaborate this point. Park divided general macroeconomic growth into two large subsets: Phase 1 and phase 2 growth.

Phase 1 is characterized as "catch-up growth". The primary feature of developing economies such as Nigeria, this phase is dedicated to catching up to the established technological frontier that already exists. Phase 2 is pure industry: spitting out products from an assembly line as quickly and efficiently as possible, iteration after iteration.

Meanwhile, Phase 2 is "endogenous growth". This means internally advancing the technological frontier. Instead of accepting the current status quo as the standard to reach, a nation in phase 2 is constantly seeking to push that standard a little bit higher. Developed nations reside in phase 2 growth, where production is paralleled by innovation, and the accepted norm is for every product to eventually be superseded by a better version of itself.

The transition from phase 1 to phase 2 growth is the transition from a perspiration to an inspiration economy. It means shifting from manufacturing and industry to the provision of services and ideas; it is going from "an economy of things to an economy of growth". This transition requires more than just a change in the industry, it requires a change in education. As one might imagine, education system needed for phase 1 growth are drastically different from systems needed for phase 2 growth. The former is extremely compatible with rote learning and conformity. The Nigerian education system is notorious for its long hours of schooling and emphasis on memorization. Exams are geared toward generating the correct answers; classroom discussion is black-and-white, with little room for creativity. Success in school is defined by stamina and consistency which mirrors success m an industrial workplace ruled by assembly line and routines.

In phase 1, success- and analogously, economic growth — follows a strict algorithm. Phase 2 on the other side of the spectrum demands the destruction of such algorithms. The same variables are at play but serve as scaffolding, rather than as foundation. Phase 2 growth needs creative, independent thinking. It involves mastering rules to know when to break them. As such, students should not be obsessed with finding the right answers, but rather, asking the right questions. If Nigeria is currently defined by Phase 1- styled education, creative education and development of entrepreneurial skills are seen as fundamental in moving Nigeria into the Phase 2 stage of economic and sustainable development. In classrooms of Phase 2 economies, less emphasis is placed on rote memorization, and more is placed on skill-based learning, which serves as a creative centre for students to find innovative solutions to challenges in society. As Park (2019) implied, when the world is changing so fast, we need students to be more focused on gaining skills to adapt to any circumstance, rather than solely memorizing and regurgitating the equations of the past.

In this context, transition in education styles is incredibly important for more than just pure economic growth — the challenges we will continue to face as a global community in regards to climate change will necessitate fresh and creative ideas. The world will only keep changing from here on out, and we need students, innovators, and policymakers to be ready to change with it. The Nigerian society is not static, it keeps changing. In the past, students were faced with the problem of rejecting among various opportunities waiting for them. Then possession of a good certificate was synonymous with obtaining a very attractive white collar job. But today, it is the survival of the fittest, the story has tremendously changed, there are high rates of unemployed youth. Those who are lucky to secure one, stand the risk of losing the job at any given time. The government on her part has little or no plans for welfare and security of her workers due to irregular payment of workers salary underemployment and poor condition of Nigeria which led many citizens to illegal and anti-social business in Nigeria. The importance of small business on sustainable national development cannot be fully explained without analysing the major areas of business activities involved. Production, manufacturing, various types of product distribution and services to be rendered for accomplishing the activities. The existence of large manufacturing provides small manufacturers the opportunity, but mass production processes normally depend on the small production plant for the supplies and components. The local manufacturing firms like printing press, bakeries, bottling, plants, and so on, are presently in every community which provides the needed product for local consumption.

In Nigeria, these entrepreneurial ventures account for the local and national economic growth. It cares for 65% of all private employment and about 20% of the nation's total output of goods and services (Ojeifo, 2014). The federal government has recognized the importance of creative education and entrepreneurial skills to achieving sustainable national development and has spent money to discourage graduates from depending on white collar jobs by motivating small businesses to function in the country. The period of graduates picking up their certificates and wandering the streets seeking for white collar jobs that are no longer available is fast becoming a thing of the past and Nigeria has recognized and adopted measures to embrace this by proffering solutions to the challenges of creative education and development of entrepreneurial skills. Government and relevant stakeholders seem committed to eliminating this challenge. It is therefore hoped that given this shared responsibilities, Nigeria will achieve sustainable national development due to its continued investment in creative education and development of entrepreneurial skills.

Conclusion

Education is the foundation of development in any society. In order for Nigeria to move from its current status of developing nation to a developed nation, creative education, entrepreneurial education and development of entrepreneurial skills must be at the forefront of the education system. The norm of teaching students to memorise and regurgitate what they have been taught has brought us this far but will not be sufficient to take Nigeria into the next level of sustainable national

Creative Higher Education and Entrepreneurial Skills: A Pathway to Sustainable National Development

development. Already, progressive schools are shifting their emphasis from textbook oriented learning to a creativity based learning that can guarantee a sustainable future for our children. Such an orientation is imperative given the demands of the 21 century society. This orientation involves a conscious acceptance that entrepreneurial skills is a preparation for life, hence educating people to be creative, to question, criticize, analyse issues bordering on the environment, and society and economy is a desirable exercise to do. There is a need to de-formalize the existing education system to provide the local community the opportunity to see the connection between the impacts of their activities on sustainable national development. This paper identifies the importance of entrepreneurship skills and creative education in the attainment and advancement of developing a sustainable national development. It is imperative therefore that Nigerian government should urgently provide materials and well-furnished and equipped capacity building centres for teaching that maximize creative education and promote the development of entrepreneurial skills in institutions of learning across all levels of education. In addition, relevant stakeholders must ensure that educational programmes across all levels of education are relevant so as to provide youths and graduates with the necessary skills to go into entrepreneurship.

Recommendations

1. To ensure popular and effective participation local organizations under which the local people will have to do the work and organize themselves must be created and encouraged. Examples of such organizations include youth movement, worker movement, co-operative organization among others.
2. Besides, one must cultivate local initiative by promoting grass root planning, implementation, utilization and monitoring. In fact, decision making and talking should be decentralized. In other words, the decision making process must be democratized. The people's development committees are needed and should be involved in the process of educational development. In essence, bottom -top planning procedure should be adopted.
3. Again, viable non-governmental organizations (NGOs) must be cultivated. Non-Governmental organizations are known to be prominent channels for promoting popular participation by their ability to aggregate interest, resources and energies. The government must also develop legal and fiscal network for giving enough foundation and support to the NGOs.
4. Government must also legislate on the popular education of the people through adult and non-formal education. This will encourage the growth of the community empowerment and enhance the people's development capacity. The eradication of illiteracy rate in the land must be pursued with renewed vigour and seriousness. Government should show more commitment and actions in the efforts to eradicate the scourge of illiteracy among the people. This will free the people from ignorance and promote co-operativeness and homogeneity which are prerequisites for sprouting massive people participation.
5. More importantly government should be a little more flexible, human and tolerant to provide adequate and conducive environment or condition for evolution and the development of popular participation.
6. Finally, popular organization commonly referred to as voluntary development organization (VDOS) should be given the necessary encouragement and assistance that would enable them get access to, available resources. This can strengthen the organization so that they can continue to provide effectiveness for a critical decision of major national, state and local policy issues that affect the people.

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