Creativity and Entrepreneurship for National Growth: a Symbiosis of Theory and Practice

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Abstract
The word creativity is brought forward into focus for those involved in learning entrepreneurship education within the Nigerian educational system to encourage sustainability for national economic growth. There will be a brief hint of entrepreneurship development in the country, whereas the definition of theory and practicum to their general terms will be avail to validate a spurring idea behind linking theory with practice in entrepreneurship training for sustainability of self-reliance and goal attainment. However, impact of gender equality and the relation that exists between innovation and creativity were outlined to affirm the effectiveness of the task. Finally, some observed recommendations were established for the efficient process of the link for its affectivity to economic growth and development.

Keywords: Creativity, Entrepreneurship, National Growth, Development

Introduction
Creativity, in the form of ability to effectively generate novel solutions to relevant problems can be a source of significant competitive advantage, especially in rapidly changing environments. It is so important to entrepreneurs, because it is the first stage in the process of innovation, providing the stimulus for opportunity discovery and new venture creation. One of the first tasks demanded by an entrepreneur is to manifest creative ability through the conserving of new product markets opportunity and unique value proposition. While the entrepreneurial knowledge is a lifelong learning process through all levels and forms of education for the focus of developing, understanding and capacity building for the pursuit of entrepreneurial behaviors, skills, and attitudes in broadly diverse frames or forms. And the benefits of practical teaching to students is that problem solving is more attainable than in theoretical form, with the teaching method students are often instruct to create their own solutions to real world problems using resources inside and outside the classroom. With emphasis on the development of analytical skills, inquiry based learning, case studies, investigations, experience from meditation, and research projects amongst others, irrespective of age and learning profession, and gender discrimination, which always create a setback to our rapid growth.
However, the issue of gender discrimination contributes fully to the menace of girl child education in the country since the women are not given many opportunities to contribute their quota in developing the country, which drastically militate the obstacles that generate poverty line among the women. In the light of the above, the paper is targeted towards entrepreneurs seeking actionable knowledge from creativity through the prism of rationale efforts; these necessitate the application of full scale practical approaches in teaching and learning process. Therefore, it is useful to begin with a clarification of what the creativity represents in modern usage as well as the entrepreneur, and the entrepreneurship education in Nigeria and Government sole commitment to the task towards its aim to the program in the nation for national growth.

The Entrepreneur and Entrepreneurship
According to (Investopedia, 2017) an entrepreneur is an individual who rather than working as an employee, runs a small business and assumes all the risks and rewards of a given business venture, idea, good or service offered for sale. The entrepreneur is commonly seen as a business leader and innovator of new ideas and business processes.

Entrepreneurship is the process of starting a business typically a start-up company offering an innovative product, process or services (Wikipedia, 2016). However, any person practicing entrepreneurship as a process is referred to be an entrepreneur. Osuala (2004) argues that Entrepreneurship doesn’t necessarily involve starting your own business: many people who do not work for themselves are recognized as entrepreneurs within their organizations.

What Is Creativity?
Creativity has evolved from mystism and divine inspiration to being a key performance contributor in helping economy adapted to the changing environment. There have been many conceptualizations of creativity over time. Creativity, most commonly, exists today as the generation or production of ideas that are novel and useful to the society (Holt, 2013). From this background, therefore, in order to be useful, creative ideas must also be appropriate, that is of potential value towards accomplishing and achieving desired goal. These ideas may reflect either a recombination of existing materials or introduction of new materials or services to the society. The main conceptual challenge with creativity underscores the fact that the idea that are novel, useful, and appropriate appeal to the trainer. It is difficult to objectively measure the output variable as this depends upon the context and observer’s perspective in the training enterprise.

On his part, (Hole, 1992) argues, “Creativity is a domain specific subjective judgment of the novelty and value of an outcome of a particular action. Therefore, the domain is a cultural aspect that includes the structured knowledge system that an individual must access and gain knowledge of, in order to create something new and make changes to the domain. The criteria of novelty, usefulness, and value towards goal s raised the question of who is to make that decision. However, the two consequences of those creative domain changes for entrepreneurs are:-

1. Those representing the skeptical field will likely initially challenge it.
2. Creativity takes time and persistence to prove out, or appeal convincingly

It should be recognize at this juncture, that there are opportunities that infuse creativity from every activity that is goal oriented. Therefore, it is expected to exist along a continuum, with
activities ranging from incremental (minor breakthrough) to radical (major breakthrough), through total consideration of creative thought requirement.

**Relationship between Creativity and Entrepreneurship**

Creativity is a process or act of turning and bringing an imaginative ideas into reality, it 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. Creativity involves two processes; thinking then producing (Hole, 1992).

Entrepreneurship is a profession that is characterized with the commitment of resources to transform someone novel ideas into an economically useful product by establishing a new or revitalizing an existing organization under the condition of risk and uncertainty. Thus, the product could be a good or service. Base on the definition, therefore, an entrepreneur could not necessarily be a person; it could be an organization that is inventing and able to use an opportunity to create something of value. Therefore, there is high relationship that exists between creativity and Entrepreneurship analyzing, surveying, creating, inventing and reinventing of something new into realistic of value. Furthermore, without critical and creative concepts, no new value could be unleashed in the world of production. The impact of creativity to entrepreneurship trainers is beyond every reasonable doubt, and is deem necessary to work hand in hand at every stage of instruction. Furthermore, in the teaching and learning process, a trainer can only receive sound knowledge if only the two concepts meet their excellent criteria of instruction to the learners, irrespective of their ages and gender.

**Creativity and Innovation Motors for National Growth**

There is an immense relationship between creativity and innovation, creativity as the only medium for the generation of new ideas that are novel, useful, and appropriate, is therefore precursor to innovation, the successful commercial exploitation to those ideas. From this angle therefore, creativity is distinguished in the literature from innovation, considered the constructing of creative solutions into new products, processes or services (Tijjani, 2011). Innovation is most commonly regarded as the successful implementation of creative ideas and its acceptance by various communities” (Scarborough, 2004). By definition, “Innovation is the implantation of something new” (Soriano, 2012). The relationship between creativity and innovation is that creativity is the capability or act of conceiving something original or unusual into being, while innovation is the implementation and modification or creation of something new that has realized value to others. This clearly shows that most creative ideas were initiated in the cause of an effort for innovation coupled with deep-rooted zeal to invent new idea from either existing or imaginary concept for the benefit of human race.

Creativity and innovation in the workplace; exploiting both creativity and innovation in the economy can boost performance and the bottom line. First, you need to make space for both to happen. Note that entrepreneurship has three central underlying dimensions: innovation, risk-taking, and pro-activeness. These bring the point of ascertaining innovation in this paper.

No creativity can excel without innovation, and no entrepreneurship exercise can perform actively in the society without creativity brainstorm. In the light of the above, creativity and innovation contribute to the national development in the following ways:

1. **Creation of Employment Opportunities:** Creativity and innovation give chance to entrepreneurs for the creation of SMEs play the critical role of principal safety net for the bulk of the population in Nigeria and their labour intensity structure accounts for
their recognition as a job creation avenue. The SMEs employs the largest number of people in many developing countries.

2. **Identification of Opportunities**: This consists of understanding the needs and wants of potential consumers which are not being fulfilled and which the entrepreneur can satisfy with certain goods and services.

3. **Economic Programs Sustainability**: With creativity and innovation, government acquire more chances in maintaining economic programs in the state, since a vital awareness about the exercise have been injected from the root cause of the structure.

4. **Encouraging Economic Diversification**: Creativity and innovation spirit is a motivating drive to entrepreneurs to initiate new business beginning in the country. But, it can only be achieve if there is government facilitation in the exercise.

5. **Establishment of New Organization in the Industry**: Schumpeter describe this step as an entrance of the entrepreneur in the monopoly market, where there is no competition previously; or creating conditions through which the entrepreneur would take the monopoly position in the market. Hence a room for market competition occurs.

6. **Finding of Appropriate of Raw Materials**: In a country, raw materials suppliers can often lower raw materials quality or increase their price, and this directly influences over the quality and the selling price of the new product. Therefore, it can inject inflation to society. But, with creative entrepreneurs that are skillful and well determined, the entrepreneurs will find appropriate sources of inputs, which are needed for production of new products, without the use of the previous raw materials.

### Impact of Creative Entrepreneurship

Creative entrepreneurship being the practice of setting up a business or setting yourself up as self-employed in one of the creative industries. The focus of the creative entrepreneur is indeed the social entrepreneur in that he is concerned primarily with the creative and exploitation of creative or intellectual capital. Therefore, it serves the role of speedy growth in markets and industries by creating jobs with real opportunities to citizens in respective of gender and economic class. Nevertheless, creative entrepreneurship in this opinion can only be fluent when government structured schools syllabus by adopting full practical learning style. Is to this fact that the writer observes a challenge in the process of Nigeria current teaching and learning process, despite the country’s potential in opportunities like population, resources, landmass, and dignity. However, Tijjani (2011) on his part, listed seven basic economic paradigms that he believes distinguish creative activities from sectors of the economy:

1. Demand is certain.
2. Creative workers care about their products.
3. Some creative products require some diverse.
4. Differentiate products.
5. Time is of the essence.
6. Durable products and durable rates.
7. Vertically differentiated skills
In his analyses, Caves sees creative entrepreneur as the “Gatekeepers” in the world of business whereby the markets depend on their creativity to decide whether the prospective value of creative outputs warrant the cost of humdrum inputs needed to place it before final buyers. Going by the definition above, entrepreneurs in the creative economy operate as models to the pact that, they use creativity to unlock the wealth that lies within the high market demand, like true capitalist. They believe that if a creative wealth is well manage, will engender more wealth. This reveals the point that none of the emerging economy excels without the inputs of creative models.

For the case of Nigeria, being an underdeveloped nation, with high population that spit the high consumption, which necessitate needs for high productivity an opportunity for yielding tax (by government), if entrepreneurship training will properly be equipped on the motive of effective creative entrepreneurship, the country can witness a speedy economic growth and sustainability. Indeed, it serves the idea and affirms paradigm behind linking theory with practice in teaching entrepreneurship education in Nigeria to fill the vacuum in terms creativity in our society.

**Entrepreneurship Practice in Nigeria**

In Nigeria, entrepreneurship should be perceived as a catalyst to increase the role of economic growth, create job opportunities, reduce importation of manufactured goods, and decrease the trade deficits that currently results from imports (Tijjani, 2011). His observation is apt because overdependence on imported goods crippled the economy of a country. However, if many employed youths would venture into entrepreneurship, no doubt, Nigeria will be economically self-reliant.

In other words, the nation must recognize the importance of its economy in order to attain its full potential in economic and social development. Still offering a similar position, Abdurrahman and Lukman (2002), maintain that “Nigeria must give adequate attention to the high level of entrepreneurship in order to move out of the disturbing high level of unemployment and ravaging level of poverty. The country must therefore urgently promote and develop entrepreneurship education that will aid the dispersal and diversification of economic activities and induce even development in it, which will lead for the chance of even distribution within our geo-political zones. Entrepreneurship education and training of youths in entrepreneurial skills remains one of the most promising strategies for rescuing the nation appalling unemployment rate, and appropriately reengineer the teaching of business studies at all level of education, and to the level of total reformation to the nation’s educational sector in Nigeria.

As a fundamental rethinking and radical, redesign of economic and business process to achieve dramatic improvements in critical contemporary measures of performance such as cost, quality, speedy services, self-reliance, and emerging competitive economy through creative and innovative efforts. Therefore, teaching, methods and approaches in relation to entrepreneurship education should base their principles or ideas on “creativity drive” as a focal point of every objective raised or potentiality of a learner without gender control from either society or by government to quickly eradicate poverty and insecurity, despite the corruption challenges. This is for the reason that, creativity is the centre stage of triggering the potentials a country has over citizens. In my opinion, government should review the
national curriculum of the country, especially with the inception of entrepreneurship education as a subject in Nigeria.

Undeniably, gender discrimination in the country is another plague bedeviling our national economy, since there is no motivational drive for the women in the economic sector. There are exist elements of segregation of women into business affairs in our society, due to traditional syndrome of men over women because of our African cultural attitudinal context. The aim of this paper is to advocate the immediate transformation of curriculum by subjecting some special creative practical inculcation for girl child education, in teaching and learning of vocational and technical education on entrepreneurial base practice, in order to boost women morale on creative ideas in the industrial sector.

Entrepreneurship Theories: An Overview

The following contributions lead to the general success and achievement for the development of training and practicing of entrepreneurship education as a process in existing societies around the globe, where the concepts of the main goal to be achieved by the entrepreneur is fully expressed. For example, the concepts in, organization, production, creative growth, and innovation, channel of distribution to mention few among others; were all expanded on their philosophical, psychological, and sociological aspects of their nature, in order to assist an entrepreneur a wiser and easier outlook in the economic circle.

For instance, (Richard C, 1680-1734), was the first of the major economic thinkers to define “entrepreneur” as an agent who buys means of production at certain prices to combine them into a new product. He classified economic agents into landowner, hirelings, and entrepreneurs and considered the entrepreneur as the most active among these three agents connecting producers with consumers.

(Marc Carson,1914), holds that entrepreneurship “is a result of conducive economic conditions”. He states that the demand for entrepreneurship arise from the “Demand for Change”. Carson, also stressed the reasons for innovation as factors that encourage or discourage entrepreneurship practice like; taxation policy, industrial policy, marketing opportunities, easy access to finance or favorable terms, technology and infrastructures etc.

(Joseph Schumpeter, 1947), in his theory of innovation, opined that an entrepreneur is “one having three major characteristics; innovation, foresight, and creativity”. In his assertion, entrepreneurship take place when the entrepreneur creates new product, introduces a new way to make a product, find a new source of raw material, discover a new market for a product, according to venture revenue and turnover rate.

Furthermore, (Alfred Marshall, 1890), in his principle of economics, held that “land, labour, capital, and organization as four factors of production” and consider “entrepreneur as the driving force that brings the four factors together through; good leadership skill, thorough understanding of the enterprise, foresight, willingness and creative potentials to unlock wealth.
In the same vein, (Max Weber, 1917-1988), in his theory of achievement motivation hold that, “people have three motives for accomplishing things; the need for achievement, need for affiliation, and the need for power. Need for achievement and need for power drive entrepreneurship”.

The theory considers entrepreneurs as people who do things in a better way and makes decisions in time of uncertainty. However, the experiment of the theory revealed that traditional beliefs do not inhibits on entrepreneur and that it is possible to internalize the motivation required for achievement orientation through training. From the above theories, it could be observed that the entire content of entrepreneurship education at all level of learning is outlined based on the theories. In addition, the theories have stressed the need for practicum approach in teaching and learning situation. This gives valid evidence for linking practical with theory in the entire task, for efficacy, sustainability, and self-reliance, which could pave way for creativity and innovations in our living standard.

**Linking Theory with Practice in Teaching Entrepreneurship Education**

For better search in entrepreneurship discoveries, the entrepreneurship curriculum have to be innovated to the modern times like that of the “Asian tigers”, where every module as a topic must have practical drill that would be aligned with the theories compounded in relation to the module. Though personal traits contributes in creative performance, but at least there should be a required threshold, in confluence for creativity through a complex intention of work setting components, which can serve or enhance the contribution of individual factors since individual’s creativity is functions antecedence conditions. (Abdurrahman and Lukman, 2002), that in putting theory into practice in entrepreneurship training, the following should be taking into cognizance:

1. Creative output is contingent upon a supportive work environment.
2. There are several contributory factors, but maintain intrinsic motivation is key to individual out performance.
3. Creative actors are decision makers and modeling sample.

Nevertheless, the decision makers will not be in action or remain in place when the first two criteria are not met. It should be observe that, creativity in Nigerian educational sector can change living style of the state if student from academic discipline partake on practical exercise in the development of the society by creating more output in infrastructures, giving more turnover marketing system, increase of tax generation and appropriation, a revolution on employment phenomenon, resource diversification and, security facilitation. There will be eradication of poverty in complimentary style (to the benefit of the masses being the proletarians), and an ease to the treasury of the state with from government liabilities, hence, an increase to GDP and income per capita. Linking pure practical to our syllabus will also grant the chance for females to participate in the economic affairs of the society. However, there are certain creative work that should be purposely for women in the country, peradventure, domestic livestock breeding, interior decoration, natural preservation of food crops among others.

With foregoing, the government should inject more funds to both female and male education practical program and even the grandaunts in present to enable them venture actively into entrepreneurship proper without any segregation. Because living the female behind from taking part may set a major setback in the development of Nigeria.
Finally, Nigeria is a country that is endowed with largest population and marred with poverty; upon all, the potential and sovereignty of the state as giant of Africa and active member of world economic market. For the blessing, which God confer to the land; vast resources and dignity around the globe. Given that the nation, as realistically discerned is grappling with food crises, poor infrastructures, high inflation, high rate of unemployment and opaque image in the global business activities operations. One of the alternatives to the clinch, Nigerians should strive hard to venture in to entrepreneurship with government to play the major role for the reformation, which can only be effective if creative ideas are taught in teaching and learning environment, which its stimulus approach is in practical method of teaching.

Conclusion
Creativity matters to entrepreneurs because not only must their initial ideas exhibits dimension of novelty, usefulness, and appropriateness to justify, but capacity to sustainably create commercial or profitable value. One test of creativity is to consider whether a lasting change to a domain has made. Therefore, by linking theory with practice in teaching and learning exercise (not only in entrepreneurship) will clinch effectiveness of the three learning domain known as the “Glooms Taxonomy” to the level of learner potentials. Thus, with the above-elaborated captions, it could be ascertained that creativity in entrepreneurship education is the alternative to growth development in the society. Finally, from the critical outlook of the paper, some observed points were made as recommendations for smooth manifest of the task. There should be an established creative environment, which will promote the generation, selection, and retention of ideas by the learners.

1. Government should create a subsequent research on the learner’s individual differences on the basis of task separation.
2. Some specified creative should be reserve for female i.e the girl child education.
3. Not all failed attempt by the learners should be punished.
4. All concepts, thought and ideas must be ensured and are in line with religious and cultural values since the society is a religious dominant environment.
5. Entrepreneurship curriculum should be a block learning style.
6. There should be a manifest for the sources of the funds to be utilize for the efficient and continuity of the program in schools.
7. Some selective stance to infrastructures should be outline and shoulder the responsibility of its efficacy to the program as a project. E.g classroom desk, community fumigation, street lights, improvised studying materials etc.
8. Lastly, none of the training or learning evaluation should be made NOT on practical terms.
9. Community participation must be emphasize and the intervention of both foreign and local creative industries.

References


