

**MANAGING CREATIVE ARTS AND ENTREPRENEURSHIP EDUCATION AT
SECONDARY EDUCATION LEVEL AS PANACEA FOR SUSTAINABLE
ECONOMIC DEVELOPMENT IN RIVERS STATE**

Peter, Louis A.

Department of Educational Management,
University of Port Harcourt,
Port Harcourt, Rivers State, Nigeria.

E-mail louispeter1979@yahoo.com +2348064246188

Abstract

The study examined managing creative arts and entrepreneurship education at secondary education level as Panacea for Sustainable Economic Development in Rivers State. The descriptive survey design was used for the study. The population of the study comprised 257 academic staff (11 principals and 246 teachers). The 11 principals comprised 6 senior and 5 junior principals for both senior and junior secondary sections, whereas all the teachers in the five technical colleges were 246. The sample was 110 academic staff, comprising 10 principals and 100 teachers selected through random sampling technique. Two research questions and two hypotheses guided the study. The instrument for data collection was a questionnaire entitled: “Managing Creative Arts and Entrepreneurship Education as Panacea for Sustainable Economic Development (MCAEDSED). The validated instrument had reliability co-efficient of 0.86, using test re-test and Pearson Product Moment Correlation technique. Mean and mean-set were used to answer research questions, whereas the null hypotheses were tested using z-test at 0.05 significant level. It was found out that creative arts and entrepreneurship education equip individuals with self-reliant and employable skills, enable human capital development, create employment opportunities, which are all necessary for sustainable economic growth and development. Recommendations made include the need for adequate funding and utilization of research work, provision of infrastructural facilities such as studios and workshops, employment of qualified and competent teachers, among others.

Keywords: Creative Arts, Entrepreneurship Education, Technical Education, Sustainable Economic Development.

Introduction

Education has been an indispensable tool in solving both individual and national socio-economic problems. It is glaring that every economic strategy has been adopted by erudite

economists to solve Nigeria's economic problems, yet there is no improvement. Where, then, is the missing link? Could it be from policy makers or the policy implementation process?

Economic philosopher, Deragon, averred that "given the crises state of our economic system, rather than fixing a broken system, it may be necessary to replace it with innovation, creativity and knowledge" (paraphrased). From this background, it is certain that creativity, education and knowledge are the driving force for today's economic development. This makes education a key factor for sustainable economic growth and development in Nigeria. The entire world is struggling for qualitative education (Okon and Friday, 2015). For more emphasis, Agi and Yellowe (2013) stated that education is important to the development of human resources, importation of appropriate skills, knowledge and attitudes. Therefore, entrepreneurship education is a road map to global knowledge economy. And, for education to be functional, it must bring about manpower development, healthy living, economic progress and cultural development and transformation. Creative art is one of the indices of functional education which enhances sustainable economic development.

Furthermore, Daini (2006), while advocating for education reforms in the country, asserted that a lot of what we have taken as Nigerian system of education is still bookish, examination-oriented and somewhat of a mismatch with the social and economic situations of today. It was observed by the National Population Commission that more than half of the Nigerian population is under the age of thirty; which means that Nigerian economy is a youth economy. These are the proposed leaders of tomorrow who are currently confronted with abject poverty, unemployment and lack of entrepreneurial skills and capacity to move the economy forward. This calls for creative thinking, because this problem is traceable to the disequilibrium between labour market requirements and lack of essential employable skills by the graduate (Adekola, 2000). Creative arts and entrepreneurship education provide the essential employable skills that can also help the youths to be self-reliant, self-employed and even employ others.

Creative art is an intellectual and emotional recording of experience, presented in an individual manner (Mbahi, 2000). It is an application of skills to produce work of creative thinking, ideas and skills for use by him to satisfy his needs (Chinyere and Fauta, 2016). The quest for solutions to socio-economic problems especially in job creation among citizens has made the Federal Government of Nigeria, through the National Universities Commission (NUC), to approve the inclusion of entrepreneurship education as an undergraduate course in Nigerian universities. This is because the traditional method of reading and explaining devoid of teamwork, personal relationship and collective

development of ideas have failed to produce the required result (Anyanwu, A. O. and Ogbonnaya, C. N., 2016). Thus, the study intends to shine its beam on creative arts and entrepreneurship education as a panacea for sustainable economic development in Nigeria.

Statement of the Problem

The National Population Commission observed that more than half of the Nigerian population is under the age of thirty, which means that Nigerian economy is a youth economy. These youths are the proposed leaders of tomorrow but they are currently confronted with abject poverty, unemployment and lack of entrepreneurial skills and capacity to move the economy forward. Furthermore, there has been a long-standing relationship between unemployment and crime. This has been established in literatures and has led to the increasing incidences of social vices and crimes such as armed robbery, kidnappings, militancy, rape, cultism and killings in Rivers State. Education reformers also asserted that a lot of what we have taken as Nigerian educational system is still bookish, examination-oriented and somewhat of a mismatch with the social and economic situations of today. It is in the light of these situations that the scholar is bothered to find out the role of creative arts and entrepreneurship education in sustaining economic development in Rivers State, with a view to determining its impediments and making appropriate recommendations.

Research Questions

The following research questions guided the study:

1. What are the roles of creative arts and entrepreneurship education for sustainable economic development in Rivers State?
2. What are the challenges of creative arts and entrepreneurship education for sustainable economic development in Rivers State?

Hypotheses

The following Hypotheses guided the study.

1. There is no significant difference between the mean ratings of principals and teachers on the roles of creative arts and entrepreneurship education for sustainable economic development in Rivers State.
2. There is no significant difference between the mean ratings of principals and teachers on the challenges of creative arts and entrepreneurship education for sustainable economic development in Rivers State.

Conceptual Review

Creative Arts: Creative art is characteristically a skill and an activity-oriented subject which, when properly taught, will equip the learner with saleable skills needed for self-reliance. (Chinyere and Jovita, 2016). It is the acquisition and utilization of the necessary skills, knowledge, abilities and attitudes required to function effectively for self sustenance and sustainable economic development. Ogbonna (2015) states that creativity changes the lives of people, human processes and increases people's way of thinking, which eventually results in useful, creative products. The word *art* refers to the study of a creative skill, a process of using the creative skills, a product of creative skills and the experience with the creative skills. Creative art is a fine way for youths to make choices and solve problems, because every step in creative arts involves making quality decision. The quality decision made by the youths through creative arts contributes tremendously to the sustainable economic development of the nation.

To buttress these facts, Jovita and Chinyere (2016) stated that creative art is the act of turning new and imaginative ideas into reality by the ability to perceive environmental resources in new ways through exploitation and invention of artistic patterns resulting in new products or services. They further stated that creative arts deals with the skills of creativity - the act or process of bringing a product or a product of thought or working on the old with a view of producing something new. Creative art is an innovation and invention.

It is an integration of learning experiences as that encompasses visual art, music, dance and drama. Each of these subsets of creative art has a special skill to offer to an individual. Ogboji and Ezeugwu (2014) opined that creative art is generally used as an umbrella for dramaturgy (music theory, music history, musicology), performing art, film and publishing galleries, museums and visual arts. It is glaring that creative art becomes productive in any chosen field of creative art production, because of the inculcation of knowledge, attitudes, skills and values to this learner through creative art. Creative art skills produce highly skilled artists and designers like Michael Angelo in visual arts, Shakespeare in Drama, and Wenistein in music, among others. Also, in Nigeria, persons like Wole Soyinka, Cyprain Ekwensi, Ola Rotimi, Chinua Achebe and Akin Euba have disguised themselves as accomplished artists (Ezeugwu, 2014). Art means any skill, trade, craft or acquired expertise. Technically, it is the study and creation of things in form, texture, lines and colours which give pleasure to the mind and satisfies our sense of beauty. Creative art comprises of all the human activities in the visual art, performing art and craft. Art is a general name given to all skillful activities that are imaginative, creative and aesthetic in nature (Jovita, 2016). She further explained that creative arts are activities that touch the traditional life, politics, religion, agriculture and culture of the people.

Entrepreneurship Education: The need for entrepreneurship education in Nigeria started in the mid 1980s when the Nigerian economy collapsed as a result of over dependence on the oil sector in the 70s. Right from the past, youth/graduate unemployment has risen in geometric rate giving way to high level of poverty, hunger and sickness, among others, (Olumma and Ndidi, 2016). Entrepreneurship Education is one aspect of education which the government of the Federal Republic of Nigeria recently identified as having all it takes to make unemployable youths employed. It has the capacity to create jobs and wealth, thereby alleviating poverty and improving/sustaining the economic development of the state.

The European Parliament and Commission defined entrepreneurship as an individual's ability to turn ideas into action, which include creativity, innovation and ability to plan and manage projects in order to achieve objectives. Williams (2001) corroborates this definition as he stated that entrepreneurship is a process where individuals seek to use their talents, efforts and resources to create and/or grow ventures that capitalize on business opportunities and thereby create value.

Obizue (2016), in his view, opined that entrepreneurship education is not just teaching someone to run a business but encouraging creative thinking and application, thus promoting a strong sense of self-reliance, accountability and economic sustainability. It aims at making students acquire skills that will enable them to be self-reliant and also enhances the economic development of the nation. Umbugadu (2015) stated that self-reliance education is made up of general education as well as the acquisition of practical skills which help individuals after leaving training to set up their own businesses and also be in position to employ others. Entrepreneurship education discourages white collar jobs and encourages human capital development for self-employment and sustainable economic development. It is obvious that the educational system in Nigeria today is more of paper qualification; therefore, the needed skills for self-reliance and employment have become serious issues for discourse within the academic and economic circles.

Sustainable Economic Development: An economy can grow but it may not develop because poverty, unemployment and inequality persist due to the absence of technology, creativity, employable skills and structural changes. Wikipedia (2016) defines sustainable development as a process of meeting human developmental goals, while sustaining the ability of the natural system, and continuing to provide the natural resources and ecosystem services upon which the economy and society depend. Education plays a major role in sustaining the future, since it equips the people with the needed knowledge, techniques,

training, and skills for creating a sustainable future. It is important to know that the human resources of a nation refer to the bulk of human beings, relevant skills, energies, talents, knowledge and attitudes that can be channeled towards the production of goods and services. Ngumah and Ngoka (2011) describe sustainable development as a holistic approach to improving the quality of life economically, socially and environmentally. Economic development is the qualitative and quantitative changes in the economy. To promote economic development, other areas like human capital development, infrastructure, environmental sustainability, social inclusion, health, safety, literacy creativity and other initiatives are involved (Nkechi, 2016).

Economic development in the 21st century has moved from production-based to knowledge-based. A knowledge-based economy is one in which growth is dependent on the quantity, quality and accessibility of the information available rather than the means of production. From the foregoing, sustainable economic development can be explained thus:

- (i) As an increase in the economy's real national income over a long period of time. Real national income refers to the country's total output of final goods and services, rather than in money terms. This means that the economic development is based on the Gross National Product.
- (ii) Increase in the real per capita income of a country over a long period of time. This means that the number of people below absolute poverty line does not increase.
- (iii) An increase in the consumption of goods and services of an individual. Economic development is sustained through the improvement in material well-being of the people.
- (iv) Basic needs which focus on the alleviation of poverty are provided to the poor. The direct provision of such basic needs as health, education, food, water, sanitation and housing increases the productivity and income of the poor.

Methodology

The study adopted descriptive survey design. The population of the study comprised 257 academic staff (11 principals and 246 teachers). The 11 principals comprised of 6 senior and 5 junior principals for each of the sections (senior and junior), whereas all the teachers in the five technical colleges were 246. The sample was 110 academic staff, comprising 10 principals and 100 teachers selected through stratified simple random sampling technique. Two research questions and two hypotheses guided the study. The instrument for data collection was a questionnaire entitled: "Managing Creative Arts and Entrepreneurship Education for Sustainable Economic Development in Rivers State" (MCAEDSED). The instrument was divided into two parts. Part A was used to generate demographic data for the respondents, whereas part B had 21 questionnaire items. The instrument was the

modified four-point Likert Scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strong Disagree (SD). An expert in measurement and evaluation validated the instrument. Test retest method was used to ascertain the reliability coefficient of the instrument; the instrument was administered to ten people outside the study area twice after a two week-interval. The data collected on two occasions were analyzed using Pearson Product Moment Correlation Technique, a reliability index of 0.86 was obtained thereof. The method of data analysis used to answer research questions was mean and mean-set. The criterion for acceptance of items was $x \geq 2.50$. The hypotheses were tested using z-test, at 0.05 significant level.

Results

Research Question One: What are the roles of creative arts and entrepreneurship education for sustainable economic development in Rivers State?

Mean and Mean-sets ratings of the respondent's opinion on the roles of creative arts and entrepreneurship education for sustainable economic development in Rivers State

S/n	Items Description	Mean Princip als	Teachers	Mean-Set	Remarks	Rank Order
1.	It equips individuals with critical thinking skills.	3.20	3.29	3.25	Accepted	6 th
2.	It inculcates employable skills in the learners.	3.04	3.12	3.08	Accepted	7 th
3.	It enhances people with innovative ideas and self-reliance skills.	2.99	3.12	3.06	Accepted	10 th
4.	It creates the sense of personal and cultural identity.	3.21	3.30	3.26	Accepted	4 th
5.	It enhances human capital development.	3.40	3.16	3.28	Accepted	3 rd
6.	It increases people's employment opportunities.	3.00	3.18	3.09	Accepted	9 th
7.	It contributes to poverty alleviation and sustainable economic development.	3.11	3.28	3.20	Accepted	8 th
8.	It is the type of education that equips individuals with practical-oriented	3.18	3.27	3.23	Accepted	7 th

	skills for job and wealth creation.					
9.	It enhances people's income and basic needs.	3.46	3.29	3.37	Accepted	1 st
10.	It inculcates in people right attitudes and knowledge for inventions.	3.30	3.40	3.35	Accepted	2 nd
Aggregate Mean		3.19	3.25	3.22		

Table 1 above highlights the degree to which the respondents accepted each of the items. The table also reveals that the respondents accepted all the items as roles of creative art and entrepreneurship education for sustainable economic development. The high aggregate mean-set of 3.22 indicates that creative arts and entrepreneurship education have a strong positive relationship with economic development.

Research question two: What are the challenges of creative arts and entrepreneurship education for sustainable economic development in Rivers State?

Table 2:

Mean and mean-set ratings of the respondent's opinion on the challenges of creative arts and entrepreneurship education for sustainable economic development in Rivers State.

S/n	Item Description	Mean Principal	Teacher	Mean- Set	Remark	Rank order
1.	Negative perception of creative arts by parents and students	3.25	3.28	3.27	Accepted	3 rd
2.	Lack of trained and competent teachers	3.12	3.24	3.18	Accepted	5 th
3	Poor perception of values and prestige on creative arts	3.29	3.14	3.22	Accepted	4 th
4.	Inadequate curriculum planning, review and development	3.04	3.32	3.18	Accepted	5 th
5.	Inadequate funding for support programmes in creative arts and	2.97	3.15	3.06	Accepted	6 th

entrepreneurship education						
6.	Inadequate facilities and learning materials	3.37	3.25	3.31	Accepted	2 nd
7.	Poor motivation of teachers by school administrators	2.95	3.08	3.02	Accepted	7 th
8.	Poor remuneration of teachers	3.09	3.00	3.05	Accepted	6 th
9.	Lack of commitment to duty among teachers	2.59	2.48	2.54	Accepted	9 th
10.	Lack of entrepreneurial attitude	2.85	3.08	2.97	Accepted	8 th
11.	Political instability and policies inconsistencies	3.48	3.44	3.46	Accepted	1 st
Aggregate Mean		3.10	3.13	312		

In table two, the respondents agreed in all the items, indicating that all the items constituted impediments to Creative Arts and Entrepreneurship Education in Rivers State. The high aggregate mean-set of 3.12 implies that the items were indeed the challenges of creative arts and entrepreneurship education in Rivers State.

Hypotheses One: There is no significant difference between the mean ratings of principals and teachers on the roles of creative arts and entrepreneurial education for sustainable economic development in Rivers State.

Table 3:

Z-test of the difference between the opinion of principals and teachers of technical secondary schools on the roles of creative arts and entrepreneurship education for sustainable economic development in Rivers State.

S/N	Respondents	N	Mean	SD	DF	Z – Value	Significant Level	Remark
1	Principals	10	3.19	0.63	108	0.29	0.05	Not significant

2.	Teachers	100	3.25	0.58	(Ho accepted)
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Table 3 shows the z-test comparison of the mean assessment of the respondents on the roles of creative arts and entrepreneurial education for sustainable economic development. The z-test showed that at 108 degree of freedom and 0.05 level of significance, the z-cal yielded 0.29 at z-crit. of 1.96. The z-cal is less than the z-crit, thus the null hypothesis which states that there is no significant difference between the mean ratings of principals and teachers on the roles of creative arts and entrepreneurial education for sustainable economic development is accepted.

Hypotheses two: There is no significant difference between the mean ratings of principals and teachers on the challenges of creative arts and entrepreneurship education for sustainable economic development in Rivers State.

Table 4:

Z-test of the difference between the opinion of principals and teachers of secondary technical schools on the challenges of creative arts and entrepreneurial education for sustainable economic development in Rivers State

S/N	Respondents	N	Mean	SD	DF	Z – Value	Significant Level	Remark
1	Principals	10	3.10	0.54	108	0.16	0.05	Not significant (Ho accepted)
2.	Teachers	100	3.13	0.66				

Table 4 shows the z-test comparison of the mean ratings of the respondents on the challenges of creative arts and entrepreneurship education for sustainable economic development in Rivers State. The z-test showed that at 108 degree of freedom and 0.05 level of significance, the z-cal yielded a z-value of 0.16 at z-crit. of 1.96. Given that z-cal. is less than the z-crit, the null hypothesis which states that there is no significant difference between the mean ratings of principals and teachers on the challenges of creative arts and entrepreneurship education for sustainable economic development in Rivers State is accepted.

Discussion of the Findings

The findings of the study have highlighted the roles of creative arts and entrepreneurship education in sustaining economic development. The findings showed that creative arts and entrepreneurship education equip individuals with critical thinking skills, inculcate employable skills in the learners, enhance people with innovative ideas and self-reliance

skills, create the sense of personal and cultural identity, enhance human capital development, increase people's employment opportunities, contribute to poverty alleviation and sustainable economic development. The findings further showed that creative arts and entrepreneurship education are the type of education that equip individuals with practical-oriented skills for job creation and wealth, enhance people's income and basic needs, inculcate people's right attitude and knowledge for inventions. These findings are in line with Mary (2012). This scholar stated that creative art enhances economic development by creating a fast growth, dynamic industry and is a critical ingredient for innovations. The findings are also in consonance with Sarah (2016), who observed that creative arts build skills, enhance educational opportunities for youths and also inculcate problem-solving skills and self-reliance techniques.

In addition, the findings showed that there was no significant difference in the opinion of principals and teachers on the role of creative arts and entrepreneurial education for sustainable economic development in the state. Adam Smith reiterated that investment in human capital development is the most important factor input for accelerating productivity and economic growth (Agabi, 2017). Creative arts and entrepreneurship education are a critical sector of education that creates jobs and directly contributes to the local economy. Entrepreneurs make use of the resources in River State to produce more goods and services with added value. This, in turn, increases the Gross Domestic Product of the state. It implies that industrialization and economic development can be achieved in the state through creative arts and entrepreneurship education. However, it requires government's intervention, financial support and quality control machinery for creative arts and entrepreneurship education programmes.

The findings also revealed some of the impediments of creative arts and entrepreneurship education. They include: negative perception of creative arts by parents and students, lack of trained and competent teachers, poor public perception of the value and prestige of creative arts, inadequate curriculum planning, review and development, inadequate funding, inadequate facilities and learning materials, poor motivation of teachers by school administrators, poor remuneration of teachers, lack of commitment to duties among teachers and lack of entrepreneurial attitude.

These findings are in line with Chinyere (2016), who identified the neglect of creative arts by the government as a major challenge. This manifests in poor funding, inadequate qualified and motivated teachers and infrastructural deficiency. Ebong (2006) stated that funding is essential for any educational programme to succeed. The findings further reveal that qualified and competent teachers were also a challenge to creative arts and

entrepreneurship education in the state. The government can take up the sponsorship of some candidates in these vital areas in teacher-education institutions. This will help to ameliorate the challenges of dearth of competent teachers in these critical areas.

Recommendations

1. There should be provision of infrastructural facilities such as classrooms, laboratories, lecture theatres, studios, and workshops by the government. These facilities will encourage both parents and students to attach importance to arts as a course of study and profession.
2. Government should provide incentives to motivate resource personnel. Regular salaries, allowances and promotion should also be approved for resource personnel.
3. Creative arts should be promoted through the following bodies: The Society of Nigerian Artists (SNA), Nigerian Society for Education through Art (NSEA), The National Gallery Arts (NGA). Government and stakeholders should sponsor research work and also implement the already completed research projects. Government should encourage university-industry collaboration. Also, improvisation of local materials is necessary, to ease the challenge of lack of money to procure materials.
4. Government should employ competent and qualified teachers to encourage the students and also reduce the overloads of the lecturers. Adequate consideration should be given to arts from the level of primary school. Arts exhibitions, conferences, seminars and workshops should be frequently organized for exchange of ideas and awareness. This will bring about efficiency in the system.
5. Adequate funding of creative arts should be ensured from primary school level to guarantee a bright future. Government should increase budget appropriation for education at national, state and local government levels.
6. Public orientation, guidance and counseling program and workable policies should be put in place by the government, to revive arts. Also, effective guidelines for implementation of educational policies in favour of creative arts and entrepreneurial education should be evolved. And, arts curriculum should be structured in such a way that it is captivating and participatory.

Conclusion

Creative Arts and Entrepreneurial Education play a major role in sustaining the economic development of the nation. They provide youths with employable skills–human capital development–particularly during the traditional and transitional period of national development. Creative arts have been used to propagate the people’s culture and tradition. The discipline serves as a remedy for Nigeria’s mono economic system by developing the

required skills, creativity, innovation, technique for an individual to become self-reliant, an employer of labour and capacity to contribute to the economic growth and development of the country.

To achieve these, however, the Federal Ministry of Education and all stakeholders should adopt and fund workable policies to resurrect creative arts and entrepreneurial education so as to liberate our youths and students from idleness and poverty. This will engender more prosperous and fulfilling lives as youths/school graduates will be self-employed and self-reliant thereby achieving sustainable economic development.

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