

Creativity Skills An Innovation In Tertiary Education To achieve A Sustained Economic and Social Development In Ekiti State.

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Submitted: 02-01-2022

Revised: 09-01-2022

Accepted: 12-01-2022

ABSTRACT

This study looked at the creative abilities of students in Ekiti State's higher institutions. In particular, the study looked into the impact of gender on creativity abilities obtained by students in Ekiti State's higher institutions. 516 (300 and 400) level students in Ekiti state's higher institutions made up the study's population. The sample was made up of 226 students who were chosen using a proportional simple random selection method. The data for this study were collected using a self-designed questionnaire called the 'Students Creativity Skills Questionnaire.' The weighted mean, standard deviation, percentage, t-test statistic. All research questions and hypothesis were put to the test at a significance level of 0.05. The findings revealed that students in tertiary institutions in Ekiti state acquired the tested creativity skills to a moderate extent and that open-minded skills, curiosity skills, energetic skills, autonomous skills, flexibility skills, sensitivity skills, risk-taking thinking skills, thorough skills, objective skills, and intuitive skills are among the energetic skills developed by students. The findings also show that open-minded skills, energetic skills, independent skills, and intuitive skills are moderately acquired by students in Ekiti State's tertiary institutions, whereas flexibility skills, sensitivity skills, risk-taking skills, thorough skills, and objective skills are fairly acquired by students for their creativity. It was also discovered that gender does not have a major impact on creativity skills among students in Ekiti state's higher institutions. According to the findings of this study, students in Ekiti state's higher institutions gained creativity skills to a moderate amount. It was also discovered that the gender issue has no substantial

impact on the creative skills of students in Ekiti state's higher institutions. Based on the findings and conclusions of this study, it is suggested that the Education curriculum be updated to allow students to increase their creative skills to a greater extent.

Keywords: creativity skills, innovation, tertiary, sustained economy, social development.

I. INTRODUCTION

Ingenuity is a concept that has evolved and is based on the interaction of human creativity, ideas, intellectual property, knowledge, and technology. The 'creative industries' are fundamentally built on knowledge-based economic activities. Advertising, architecture, arts and crafts, design, fashion, film, video, photography, music, performing arts, publishing, research and development, software, computer games, electronic publishing, and TV/radio are among the creative industries, which are important sources of both commercial and cultural value. We need creative thinking, creativity, and problem-solving now more than ever to dream ourselves out of the rut we've been in.

As a result of the above stipulation, it is becoming clear that governments all over the world are reorganizing their tertiary education systems to expand their reach and efficacy. Progress, on the other hand, has been patchy. All countries undergoing tertiary sector strategic reforms benefit from ensuring that their national strategies and policies prioritize equitable access, improved learning and creativity skills development, efficient retention, and considerations of the employment and education outcomes desired by graduates and

the labor market. (ILO,2021). In a similar spirit, Nina (2021) underlined the importance of strategically tailoring policies and academic degrees to meet the needs of the local society and economy. She goes on to say that only then would governments be able to realize advances in elementary and secondary school achievement through postsecondary education access and progression and translate these gains into greater and sustained economic and social growth.

Governments, companies, job seekers, and educators have all expressed interest in the concept of creativity in recent years. Brown and Hesketh (2014) define creativity as the likelihood of obtaining and retaining various types of employment. Creativity is influenced not only by one's ability to meet the standards but also by one's position within a hierarchy of job searchers. This indicates that creativity refers to the display of a group of talents, attitudes, understanding, and traits that can help a person become employable and produce a productive workforce. This coincides with the official declaration of the United Nations Year of the Creative Economy for Sustainable Development for 2021, in which creativity was finally recognized as a powerful force for good, livelihoods, social cohesion, and economic development through the trade-in creative goods and services. This declaration also recognizes the importance of creativity in fostering business, fostering innovation, and empowering people, particularly young people, and women, while also maintaining and promoting cultural heritage and diversity. (United Nations Conference on Trade and Development, 2021)

All official post-secondary education, including public and private universities, colleges, technical training institutes, and vocational schools, is referred to as tertiary education. Tertiary education plays a critical role in promoting growth, alleviating poverty, and increasing shared prosperity. A highly skilled workforce with lifetime access to a solid post-secondary education is essential for innovation and growth: educated people are more employable and productive, earn higher incomes, and are better equipped to cope with economic shocks.

From the foregoing, it can be determined that graduates' chances of finding work are a function of their creativity, which is defined as the demonstration of talents and traits that are distinct from their basic skills in their fields of study. This means that graduates' creativity is contingent on

their capacity to possess and demonstrate the information, skills, qualities, and attitudes that will enable them to find work.

Graduates' inventiveness is a problem that cuts across all subjects of study. Employers value creative talents, which students are encouraged to cultivate alongside their subject/discipline knowledge. Communication skills, cooperation skills, problem-solving skills, self-management, initiative and enterprise, creativity, technology, and numeracy emerged as common creativity skills after careful examination. The ability to speak thoughts and ideas, as well as the ability to transmit thoughts, facts, and messages effectively in writing, are examples of communication skills. These abilities include the ability to express oneself effectively and accurately, both in writing and orally, listening and relating to others, and acting on critical information/instructions.

Database, PowerPoint, typing and editing skills, advanced e-mail abilities, such as processing and attachments, Microsoft word, excel, presentation, record and storage, computer graphics, and video chat are all examples of technology capabilities. The ability to comprehend an issue by breaking it down into smaller components and identifying immediate difficulties, implications, and treatments is known as problem-solving ability. This is when you combine information from many fields to solve an issue. The capacity to use factual facts and mathematical skills to back up results or establish a claim is known as numeracy.

As a result, postsecondary institutions are supposed to provide chances for the development of creative talents. Academic program curricula are required to include content that emphasizes basic competencies, allowing students to develop abilities that will help them make informed life decisions and will eventually be appreciated by employers and beneficial for self-employment. Because the emphasis is increasingly being placed on the development of skills relevant to today's world of work, graduates should have established functional and work-related competency through their training in institutions through academic curricula of various programs. Along with academic studies, students should learn qualities and skills such as growing self-esteem, self-confidence, interpersonal skills, and the capacity to cope with the actual world of employment. Individuals completing a course of study should receive training that provides them with the

necessary skills and information to succeed in the workplace.

Statement of the Problem.

The ability to demonstrate innovation has become a requirement for finding work, keeping a job, and developing in one's chosen field. It is a well-known truth that businesses are now looking for employees with job-ready abilities that will help them to fit properly into the labor market's requirements. The government has made many efforts to cultivate and improve the creativity of its population in recognition of this fact. These activities are aimed at giving young people more possibilities to express their creativity and increase their productivity.

However, many graduates have been reported to be unemployed in Ekiti state. Graduates of Business Education are among the many unemployed graduates. Although Ekiti State is endowed with enormous people and natural resources, the majority of its youths face unemployment. Apart from the economic crisis that has resulted in unemployment in Ekiti State, Nigeria, and around the world, unemployment is intimately tied to poverty.

As has been noticed, the majority of unemployed graduates are unemployed not only because finding work has become increasingly difficult, but also because the majority of graduates have been determined to be unemployable and lack the innovation required in the labor market. It is therefore critical to determine whether postsecondary institution students exhibit creativity skills, as well as the extent to which these skills are used to fulfill the needs of today's workplace. In this context, the researcher looked at the creativity skills developed by students in Ekiti State's higher institutions.

The Study's Objectives

The main goal of this study was to look at the originality of students in Ekiti State's higher schools. The purpose of this study was to determine the energetic abilities they had gained and to what extent they had obtained the essential energetic skills.

Research Questions

For this study, the following research questions were posed:

1. What are the creativity skills that students in Ekiti State's tertiary institutions have acquired?

2. To what extent have Ekiti State students in tertiary institution acquired the necessary creativity skills?

Hypothesis

This research was guided by the following hypothesis:

1. In Ekiti State, there is no substantial difference in creativity skills obtained by male and female pupils.

Methodology

This research is a descriptive survey study. Because the survey design enables for direct research of the target population, it is used.

Students at Ekiti State's tertiary institutions made up the study's population.

Through a proportional simple random selection technique, 226 students were selected from all students in the 300 and 400 levels in all tertiary institutions in Ekiti State that offer education as one of their academic programs.

The 'Students Creativity Skills Questionnaire,' a self-designed questionnaire, was employed in this study. The questionnaire was created using information from the literature regarding the skills needed for education graduates to be creative in today's workplace. The survey is broken into two sections: section A and section B. The biodata information on the respondents is collected in Section A of the questionnaire to get demographic information on variables such as gender, age, degree of education, the field of study, and marital status. Section B is divided into two parts. Part 1 consisted of items grouped in four-point Likert scales: Not Competent (NC), Competent (C), Moderately Competent (MC), and Highly Competent (HC), all of which were used to assess the level of creativity abilities obtained by the two students as a result of their studies. Part 2 includes items that assess the extent to which the educational curriculum has allowed students to develop creativity skills.

Face and content validity techniques were used to guarantee that the items in the questionnaire were accurate and appropriate for measuring what was being measured. The questionnaire was presented to a group of 400 level students in a pilot study to determine the instrument's reliability. Students enrolled in a degree program at the Osun state College of Education in Ilesa, Osun State, who were not included in the study's sample. Following that, item correlation was performed on the questionnaire's items. The instrument's dependability estimate was calculated using the split-half reliability approach.

The instrument received a reliability value of 0.72, indicating that it is accurate in measuring what it is designed to measure.

The researcher and two research assistants delivered the questionnaire to the respondents on the grounds of their schools. To secure a satisfactory percentage return of the questionnaire, the respondents were given instructions on how to complete it and were waited on while they did so.

II. DISCUSSION OF THE FINDINGS

Table 1: Summary of Mean, Standard Deviation, and Variation of Creativity Skills Acquired by Students in Ekiti State Tertiary Institutions

S/N	Skills	N	Mean	Remarks
1	Open minded skills	226	3.19	Moderately Acquired
2	Curiosity skills	226	2.96	Moderately Acquired
3	Flexibility skills	226	2.07	Fairly Acquired
4	Energetic skills	226	2.52	Moderately Acquired
5	Sensitivity skills	226	2.49	Fairly Acquired
6	Risk taking skills	226	2.26	Fairly Acquired
7	Independent	226	3.10	Moderately Acquired
8	Intuitive skills	226	3.15	Moderately Acquired
9	Thorough skills	226	2.45	Fairly Acquired
10	Objective skills	226	2.41	Fairly Acquired

The mean view of the respondents on creativity skills developed by students in higher institutions in Ekiti State is shown in table 1. The majority of respondents agreed on open-minded skills, teamwork skills, active skills, autonomous skills, and perceptive abilities, with mean values greater than 2.50. However, the respondents disagreed on flexibility Skills, sensitivity Skills, risk-taking skills, thoroughness Skills, and objective Skills, since their weighted mean was less than 2.50. This means that students' fairly gained skills for their creativity include open-minded skills (3.19), inquisitive skills (2.96), energetic skills (2.52), autonomous skills (3.10), and intuitive skills (3.15). Furthermore, the results revealed that flexibility Skills (2.07), sensitivity Skills (2.49), risk-taking skills (2.26), thorough Skills (2.45), and objective Skills (2.41) are the skills that students have fairly gained for creativity.

Research Question 1: What are the creative talents that students in Ekiti State's higher institutions have acquired?

According to Mohan and Parameswaran (2011), any item with a mean score greater than or equal to 2.50 indicates moderate display, items with a mean score between 1.50 and 2.49 indicate modest exhibition, and items with a mean score of 1.49 or less indicate no exhibition. The extent to which the pupils acquired creativity skills was determined using this technique.

Research Question 2: To what extent have Ekiti State students in tertiary institutions learned the necessary creativity skills?

Mean values of responses to student creative abilities obtained were utilized to determine the amount to which students' creativity skills were developed. The responses to questions 1-50 in Section B of the questionnaire on the level of creativity skills acquired by pupils were represented by mean values (low, moderate, and high). A low amount of exposition was defined as respondents who scored below the mean (2.50). Those who scored above the mean were classified as having a high degree of the exhibition, while those who scored around the mean were classified as having a moderate level of the exhibition. As a result, the low extent of the exhibition begins at 1 and ends at 2.49; the moderate amount of exhibition begins at 2.50 and ends at 2.99, and the high extent of the exhibition begins at 3.00 and ends at 4.00. Table 3 depicts the level of cognitive structure.

Table 2 shows summary of the percentages of students in Ekiti State tertiary schools who have acquired the necessary creative skills.

	Frequency	Percentage
Low (1.00 – 2.49)	29	12.83%
Moderate (2.50 – 2.99)	156	69.03%
High (3.00 – 4.00)	41	18.14%

Total	226	100%
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Table 2: shows the extent to which students in Ekiti State's higher institutions obtained the necessary creativity skills. The results revealed that out of 226 respondents, 29 (12.83%) had learned creativity abilities to a low level, 156 (69.03%) had acquired creativity skills to a moderate level, and 41 had displayed high levels of

creativity skills (18.14 %). This indicates that students in Ekiti State developed intermediate levels of creativity skills.

Hypothesis 1: In Ekiti State, there is no substantial difference in energetic skills developed by male and female pupils.

Table 3: Summary of Mean response of respondents to the significant difference in creativity skills obtained by male and female students in Ekiti State, as determined by a t-test.

Variables	N	Mean	SD	Df	t-cal	P-Value
Female	117	3.1538	0.9792	224	0.326	0.74
Male	109	3.1101	1.0394			

$P > 0.05$ (Not Significant)

Table 3: shows the results of the analysis: $t_{\text{cal}} (0.326)$ $df = 224$, $p\text{-value} > 0.05$ level of significance. As a result, null hypothesis 1 is not ruled out. This means that the mean response of the respondents on the energy skills developed by male and female students in Ekiti State is not significantly different.

III. DISCUSSION OF THE RESULTS

The results of this study suggest that open-minded skills, curiosity skills, energetic skills, autonomous skills, flexibility skills, sensitivity skills, risk-taking thinking skills, thorough skills, objective skills, and intuitive skills are among the energetic skills developed by students. The findings also show that open-minded skills, energetic skills, independent skills, and intuitive skills are moderately acquired by students in Ekiti State's tertiary institutions, whereas flexibility skills, sensitivity skills, risk-taking skills, thorough skills, and objective skills are fairly acquired by students for their creativity. This finding suggests that students at Ekiti State's higher institutions gained energetic skills at moderate and fair levels. According to the findings, students in Ekiti State's higher institutions gained energetic skills to a moderate amount. These findings contrast with those of Ikpesu (2017), who discovered that, despite the appropriateness of Education in Nigeria's objectives for knowledge development, students lack the practical and entrepreneurial skills needed to be analytical and critical thinkers with global perspectives on economic opportunities.

This finding contrasts with the findings of Adebakin, Ajadi, and Subair (2015), who found that an average university graduate lacks decision-making skills, curiosity skills, independent skills, and analytical and objective skills, all of which should help them survive and thrive in and out of

the workplace. The findings also contradict those of Nurita, Shaharudin, and Ainon (2014), who found that many graduates are unemployed because they lack energetic skills, rendering them unemployed, and that employers agree that graduates lack energetic abilities. The findings of this study also demonstrated that gender has no major impact on students' energetic skills, as there is no significant difference between male and female students' energetic skills. This is in contrast to Bridgstock (2019), who believes that traditional female roles and images may influence women's opinions of their talents and undermine their self-efficacy and potential, including that for business growth.

IV. CONCLUSION

According to the findings of this study, students in Ekiti state's postsecondary institutions gained creativity skills to a moderate amount. It was also discovered that the gender issue has no bearing on the creativity skills of students in Ekiti state's higher institutions.

Recommendations

The following recommendations were made based on the findings and conclusion of this study:

1. The school policy and strategy should be modified to allow students to strengthen their creativity talents to a greater extent.
2. The teaching and learning process should place a greater emphasis on instilling creativity skills in learners.

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