

## Level of Creativity and Entrepreneurship Potentials among Undergraduates in Kwara State, Nigeria

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### Abstract

*The level of unemployment in Nigeria among youth is well perceived in every nook and cranny of the country. This has become a major concern of education stakeholders in the recent time, leading to increased efforts on how undergraduates will gainfully employed after graduation. Hence, this study focused on level of creativity and entrepreneurship potentials among undergraduates in Kwara State. The study utilized correlational design and instruments tagged “Undergraduates Creativity Questionnaires” (UCQ) and Undergraduates Entrepreneurship Potentials Questionnaires (UEPQ), to collect data for the study. The instrument was validated among five senior lecturers in the field of counselling/psychology. Reliability test was conducted using test-retest methods which yielded reliability coefficients of 0.76 and 0.72 respectively. Data collected were analyzed using frequency count, percentage, mean and rank order, and PPMC was used to test the hypotheses of the study at 0.05 level of significance. The findings of the study revealed that the participants of the study possessed a moderately high level of creativity, and moderate chances of leading the economy to prosperity in the nearest future for moderately possessing entrepreneurship potentials required for job creation. It is also discovered that there was a positive relationship between undergraduates’ creativity and their entrepreneurship potentials. Based on the findings of this study, it was recommended among other thing that, each university should align their curricular as a matter of urgency, in such a way that will help their students to be self-reliant after graduation.*

**Keywords:** Level, Creativity, Entrepreneurship Potential, Undergraduates, Kwara State.

### Introduction

Understanding the level of creativity and entrepreneurship potentials among undergraduates remains a crucial condition for fostering an environment that supports the next generation of innovators and entrepreneurs. In the recent years, the decreased level in creativity among the Nigerian undergraduates coupled with their ineptitude nature, has become a source of concern for education stakeholders, most especially education policymakers and academics. Despite the upsurge in the number of university graduates being produced in Nigeria year-in, year-

out, critical sector of the Nigerian economy is still being starved of skilled workers who can provide necessary impetus needed for the growth of this sector and as such, many of the Nigerian fresh graduates could not secure be gainfully employed. However, the disconnection between graduate's skills and employability, makes a complex interplay between their level of creativity and entrepreneur potentials among other dynamics that contribute to a pervasive unemployment crisis in Nigeria.

Alena, Marina, Mikhail, Aleksander and Natalia (2020) stated that creativity as a multipurpose cognitive ability in an individual with four main characteristics which includes; fluency, flexibility, accuracy and originality. The above authors defined creativity as the process of manifestation of being sensitive to problems, lack of knowledge, disharmony, searching for answers and solutions, promotion of hypotheses, their verification and the formation of results. Maslow in his work on human needs, considered creativity in connection with needs of individuals, has asserted that the higher the level of demand of these needs, the higher the level of creativity in an individual however, creativity is inherent in an individual, but most people could make use of it as a result of different inhibiting factors (Alena, Marina, Mikhail, Aleksander & Natalia, 2020). Liu, Chang, Wang and Chao (2020) maintained that creativity has been indicated as significant condition in various models of job performance. Such creativity level of an individual spans through the loops of generation and implementation of ideas which are very essential for economy growth. Idea generation can be viewed as creativity, while idea implementation can be viewed as innovation (Liu, Chang, Wang & Chao, 2020). Creative individuals anywhere in the world, bring about innovative solutions to human problems, creating new goods and services, and developing new methods to perform certain tasks, leading to advancement and improvement in fields of human endeavours which in turns, improve economy.

It is not enough for individuals to just have great ideas, what is of great necessity is to have the ability to implement those great ideas more effectively and timely. However, the ability of an individual to turn their creative concepts into reality or practical effect, is vital for human progress. It is on record that when creative ideas of individuals are successfully implemented, it can lead to generation of new opportunities such businesses, improved goods and services with resultant effect on the overall economic development of the nation.

Creativity can be described as those brilliant ideas which form a part of a person's personality. It remains one of the building blocks of innovation. Creative ability enables individual

student to apply his or her imagination to generate meaningful questions and hypotheses, experimenting with alternatives and evaluating both their own and their peers' ideas, and final processes and products of those ideas (Kampylis & Berki, 2014). Alena, Marina, Mikhail, Aleksander and Natalia (2020) expressed that creative act consists of three parts these are; the individual, the field of activity (general practices, values, knowledge) and the expert community, (that is, the society of people who carry out their professional activities in a particular field of human endeavour).

The term entrepreneurship and creativity are two sides of a coin that is related to each other but this notwithstanding, there is difference between the two concepts. While creativity relates to ability of an individual to create new ideas, or finding innovative solutions to problems in the society, entrepreneurship on the other hand, is the process of creating new business. The later involves taking calculated risks, identifying the underlying opportunities and creating business opportunities for people through the production of goods and services. Entrepreneurship requires a number of personal characteristics such as; creativity, risk management skills, good leadership quality, goals formation, good planning, as well as availability of generic factors such as finance, physical environment and so on.

Higher education such as university, plays a significant role in nurturing these attributes among students and over the years, a number of empirical studies have suggested that educational institutions that encourage risk-taking, problem-solving, and interdisciplinary collaboration can effectively develop creative and entrepreneurial abilities in their students (Runco & Jaeger, 2012). However, the level of supports giving to develop these competencies among undergraduates may be varied from one institution of learning to another and even from one society to another due to human and environmental factors. In essence, creativity among undergraduates remains a catalyst for development. Creativity is a luminous part to innovative ideas, while entrepreneurship is the process of turning those ideas into reality. The analogy of the difference between two concepts can be illustrated by connection between a musician and the music producer. The musician through his or her innovative writes and compose a novel song (creativity), which is being recorded produced and distributed by a music producer (entrepreneurship). Creativity often leads to novel and useful ideas, while entrepreneurship involves the capacity of individual to identify and exploit any available opportunity, for the creation of new business. For university undergraduates, creative

and entrepreneurial skills are not only essential for personal career success in the labour market, but they are important factors overall economic development of the society.

Recent research outcomes have suggested that different factors can influence the levels of creativity and entrepreneurship potentials among university undergraduates, such as educational practices, institutional support, and socio-economic conditions. Take for example, a study conducted by Kolvereid and Isaksen (2006) discovered that students who were exposed to entrepreneurial programmes during their training were found to exhibit a higher level of entrepreneurial ambitions and increased creativity compared to their counterparts in traditional academic programmes. In another empirical study, Ghulam, Francisco, Fayolle and Norris (2017) also affirmed that exposure of individual students to entrepreneurial role models and practical entrepreneurial experiences can significantly boost their entrepreneurial self-efficacy and creativity.

Despite this astounding facts, many university programmes are still based on traditional skills acquisitions over creative and entrepreneurial competencies. Then the society is demanding innovative ideas from young graduates, the universities stick to century-long and totally obsolete knowledge and ideas that are rarely needed in the twenty-first century. This misalignment may have responsible for unemployment that is rampant in the country at present. The lack of integration between academic learning or activities of the university undergraduates and real-world economy-driven skills, is a critical issue that needs to be addressed. Several challenges affect the development of creativity and entrepreneurship potentials among undergraduates. These include limited access to entrepreneurial resources, insufficient mentorship opportunities, and a lack of emphasis on creativity in the curriculum (Pittaway & Cope, 2007). However, to address the problem of lack of creativity and entrepreneurship potentials among students, there is need to reforms educational curriculum, offer increased support for entrepreneurial initiatives, and promote among other things, promotion of culture of innovation at various levels within educational institutions (Fayolle & Gailly, 2015).

It may be said that the gap between creativity and entrepreneurship potentials of the people of any society is manifested in the level of their economic development. Inculcating these essential skills in undergraduate students should be the priory of every university if truly they want their products to contribute meaningfully to the economic and social development of their society. In conclusion, to develop creative skills and entrepreneurship potentials among university

undergraduates, there is need for every university in Nigeria to align their educational activities with the demands of the modern economy. By so doing, each university in country can effectively address the current challenges of unemployment among the teaming youth of this country. Hence, the present study aims at examining level of creativity and entrepreneurship potentials among universities undergraduates in Kwara State, Nigeria.

### **Objectives of the Study**

The objectives of this study are to determine:

1. The level of creativity of the undergraduates in Kwara State, Nigeria.
2. The entrepreneurship potentials of the undergraduates in Kwara State, Nigeria.
3. Whether there is correlation between creativity and entrepreneurship potentials among undergraduates in Kwara State, Nigeria.
4. Whether high level of creativity have positive correlation with entrepreneurship potentials among undergraduates in Kwara State, Nigeria.
5. Whether low level of creativity have negative correlation with entrepreneurship potentials among undergraduates in Kwara State, Nigeria.

### **Research Questions**

The following research questions are answered in this study:

1. What is the level of creativity of undergraduates in Kwara State, Nigeria?
2. What are the entrepreneurship potentials of undergraduates in Kwara State, Nigeria?

### **Hypotheses**

The following three null hypotheses were postulated and tested in this study:

- H0<sub>1</sub>: There is no significant correlation between creativity and entrepreneurship potentials among undergraduates in Kwara State, Nigeria.
- H0<sub>2</sub>: There is no significant positive correlation between high level of creativity and entrepreneurship potentials among undergraduates in Kwara State, Nigeria.
- H0<sub>3</sub>: There is no significant negative correlation between low level of creativity and entrepreneurship potentials among undergraduates in Kwara State, Nigeria.

### **Methodology**

The present study makes use of correlational design in order to test for the kind of relationship that exists between two or more variables whether such relationship is positive or negative. This study used two different instruments titled: “Undergraduates Creativity Questionnaire” (UCQ) and

“Undergraduates Entrepreneurship Potentials Questionnaire” (UEPQ). These two instruments were validated among five seasoned lecturers in the fields of Educational Psychology and Counselling. The two instruments therefore were subjected into test-retest reliability testing which yielded coefficients of 0.76 and 0.72 respectively.

The questionnaire used in this study consisted of three sections that is; Section A, B & C. The section A of the instrument elicits information on the demographic data of the respondents which include; gender, religion and faculty of study. Section B consisted of 16 items on creativity, while section C of the instrument consists of 10 items on entrepreneurship potentials. However, the sections A and B of the instrument were scored using frequency counts and percentage, while sections C was scored using mean and rank order. Four Likert-type scale was used for scoring the structured items on the instrument of this study as follows: Strongly Agree (SA) = 4 points; Agree (A) = 3 points; Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. The modality for scoring the instruments ranges from 1-4 (1, 2, 3 and 4). However, the highest score that any respondent can get on each item on the scale, is 4 while the least is score he or she can get is 1. The average score is calculated thus:  $(1+2+3+4=10/4=2.5)$ . For making decision therefore, any score that is below 2.5 is considered as negative response while any score above the average score of 2.5 is regarded as positive response.

The population for this study comprises of all undergraduate students of universities in Kwara State. These universities include; 1. University of Ilorin, Ilorin 2. Al-Hikmah University, Ilorin, 3. Kwara State University (KWASU), Malate, 4. Landmark University, Omuaran, 5. Summit University, Offa, 6. Ojaja University, Eiyekorin-Ilorin, 7. Sheikh Kamaldeen University, Ilorin, 8. Thomas Adewumi University, Oko, 9. Alman Patigi University, Patigi, 10. Open University, Ilorin. The target population of this study comprises of all undergraduate students of the three selected universities that is; University of Ilorin (Federal University) (48,000) undergraduates); Al-Hikmah University (Private University) (6,600) undergraduates), and Kwara State University (KWASU) (State University) (35,000). These make a total number of 89,600 undergraduate students. The sample of the study comprises of 400 respondents from the three selected universities. The adequacy of the above sample size is justified by the recommendation of Research Advisor (2006) which recommends 384 sample for such a population. The sample selection involves multi-stage sampling procedure which includes; purposive, proportionate, and sampling random techniques. At the first stage, the researchers purposively selected one university

each to represent federal, state and private owned university from the study area as presented above. At the second stage of selection process, the sample of the study were proportionately selected from the three selected universities that participated in the study.

This was done based on the calculation made on the contribution of each of the three universities selected to population. This is worked out as follows: University of Ilorin (Federal University) ( $48,000/89,600 \times 100 = 54\%$ ) (Sample Size = 216); Al-Hikmah University (Private University) ( $6,600/89,600 \times 100 = 7\%$ ) (Sample Size = 28) and Kwara State University (KWASU) (State University) ( $35,000/89,600 \times 100 = 39\%$ ) (Sample Size = 156). These figures are added up ( $216 + 28 + 156$ ) to give 400. Finally, sample of the study were randomly selected from the three universities that participated in the study. The data collected for the study were analysed using both descriptive and inferential statistics for the data analysis, using Statistical Packages for the Social Sciences (SPSS), version 25. Frequency count and percentage were used to analyse research question one, while the second research question was analysed using mean and rank order, and finally, the hypotheses were tested using PPMC, at 0.05 level of significance.

## Results

**Research Question 1:** What is the level of creativity of the undergraduates in Kwara State, Nigeria?

**Table 2: Item Analysis on the Undergraduates Creativity Using Frequency Counts and Percentage**

	<b>Creative Confidence:</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1	I feel confident in my ability to generate innovative ideas	72 (18.0%)	146 (36.5%)	108 (27.0%)	74 (18.5%)
2	I feel comfortable taking risks to explore new solutions	88 (22.0%)	104 (26.0%)	116 (29.0%)	92 (23.0%)
3	I believe that my own ideas are valuable and worth of sharing with others	107 (27.0%)	128 (32.0%)	97 (24.0%)	68 (17.0%)
4	I am not afraid to challenge conventional ways of doing things	82 (21.0%)	129 (32.0%)	93 (23.0%)	96 (24.0%)
	<b>Creative Exploration:</b>				
5	I do enjoy exploring different perspectives and ideas to bring solutions to a problem	92 (23.0%)	159 (40.0%)	87 (22.0%)	62 (15.0%)

6	I often try new approaches to solve problems	69 (17.0%)	128 (32.0%)	105 (26.0%)	98 (25.0%)
7	I am curious about how things work and like to experiment them	88 (22.0%)	144 (36.0%)	90 (22.5%)	78 (19.5%)
8	I love brainstorming with others to generate many ideas	106 (27.0%)	112 (28.0%)	97 (24.0%)	85 (21.0%)
<b>Creative Motivation:</b>					
9	I am always motivated to create something original and meaningful	83 (21.0%)	140 (35.0%)	114 (28.0%)	63 (16.0 %)
10	I do enjoy involving in the process of creating something new	74 (18.5%)	123 (31.0%)	109 (27.0%)	94 (23.5%)
11	I am driven innate ability to bring my novel ideas into reality	92 (23.0%)	108 (27.0%)	124 (31.0%)	76 (19.0%)
12	It is my belief that creativity is an essential part of my university academic work	80 (20.0%)	104 (26.0%)	126 (31.5%)	90 (22.5%)
<b>Creative Flexibility:</b>					
13	It not difficult for me to adapt my ideas in order to fit changing circumstances	73 (18.0%)	110 (28.0%)	121 (30.0%)	96 (24.0%)
14	It is easy for me to switch between different mental frameworks	86 (22.0%)	117 (29.0%)	104 (26.0%)	93 (23.0%)
15	I have the capacity to adjust my approach when I am faced with obstacles	90 (22.5%)	98 (24.5%)	113 (28.0%)	99 (25.0%)
16	To balance different ideas and perspectives is not a problem to me	94 (23.5%)	105 (26.3%)	110 (27.5%)	91 (22.7%)

The table 2 presents item analysis that explored creativity level of the respondents using frequency counts and percentage. However, the following interpretations can be deduced from the above analysis. From the table, it is indicated that four domains or components of creativity were considered. These are: (i) Creative Confidence, (ii) Creative Exploration, (iii) Creative Motivation and (iv) Creative Flexibility. For this study, the creativity level of the respondents is put into two categories that is; high level and low level. In other word, all the responses that fall into “Strongly Agree” (SA) and “Agree” (A) are regarded as high level of creativity, while all the responses that fall into “Disagree” (D), and “Strongly Disagree” (SD) are considered as low level of creativity. The summary of the above analysis after a painstaking summations of numbers that fall to each category, the result suggested that 208 (52.0%) of the respondents have high level of creativity,



while 192 (48.0%) of them have low level of creativity. This result suggested further that the majority of the respondents experienced moderately high level of creativity.

**Research Question 2:** What are the entrepreneurship potentials of undergraduates in Kwara State, Nigeria?

**Table 3: Mean and Rank Order of Respondents' Responses on the Entrepreneurship Potentials.**

S/N	Entrepreneurship Potentials:	Mean	Rank
4.	I believe I have the requisite skills and knowledge to start a successful business.	2.98	1 <sup>st</sup>
8.	I am willing to invest quality time and efforts required to begin a successful business of mine.	2.84	2 <sup>nd</sup>
2.	I have a business idea that I am passionate about.	2.72	3 <sup>rd</sup>
3.	I am willing to take calculated risks to start my own business.	2.68	4 <sup>th</sup>
5.	I believe that entrepreneurship is a way forward for me to make a successful career.	2.54	5 <sup>th</sup>
7.	I have a strong network of resourceful people that could help me in my entrepreneurial endeavours.	2.52	6 <sup>th</sup>
1.	I am interested in floating my own business after my graduation from the university.	2.46	7 <sup>th</sup>
10.	I am motivated about the prospect of being my own boss.	2.38	8 <sup>th</sup>
6.	I am able to adapt quickly to changing circumstances.	2.36	9 <sup>th</sup>
5.	I am comfortable with any form of uncertainty or ambiguity in a business environment.	2.34	10 <sup>th</sup>
	<b>Overall Mean Score</b>	<b>2.58</b>	

From the table 3 presented above, item 4 with a mean score of (2.98), item 8 with a mean score of (2.84) and item 2 with a mean score of (2.72), with the following statements: I believe I have the requisite skills and knowledge to begin a successful business; I am willing to invest quality time and efforts required to begin a successful business of mine; and I have a business idea that I am passionate about, top the ranking table of the entrepreneurship potentials of undergraduates in Kwara State, Nigeria, and they were ranked 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> respectively. The ranking table on the other hand, indicated that item 10 with a mean score of (2.38), item 6 with a mean score of (2.36) and item 5 with a mean score of (2.34) with the following statements: I am motivated about the prospect of being my own boss; I am able to adapt quickly to changing circumstances; and I am comfortable with any form of uncertainty or ambiguity in a business environment, make the least

responses from the respondents and they were ranked 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> respectively. From the above analysis, six items have positive responses from the respondents while four items attracted negative responses based on the initially established benchmark of 2.5 which was set aside for making decision as either a respondent's response on each item of entrepreneurship potentials is positive or negative. Hence, it can be inferred that respondents of this study, are better off in their entrepreneurship potentials.

### Hypotheses Testing

PPMC statistic was used to test the three hypotheses formulated for this study. All the hypotheses were tested at 0.05 level of significance.

**Hypothesis 1:** There is no significant correlation between creativity and entrepreneurship potentials among undergraduates in Kwara State, Nigeria.

**Table 4: Pearson (r) Results Showing the Correlation between Creativity and Entrepreneurship Potentials among Undergraduates in Kwara State, Nigeria.**

Variables	N	Mean	Std. D	df	Cal. r-value	p-value	Decision
High Creativity	400	64.40	6.26				
Entrepreneurship potentials	400	82.16	8.48	398	0.65	0.0037	Rejected

\*Significant;  $p < 0.05$

Table 4 of the above indicates that the calculated r-value is 0.65 and 398 degrees of freedom, with a corresponding p-value of 0.0037, which is less than 0.05 level of significance. Since the calculated p-value is less than the level of significance at 0.05, the null hypothesis is therefore rejected. This result suggests further that there is significant correlation between creativity and entrepreneurship potentials among undergraduates in Kwara State, Nigeria. The results suggest further that creativity and entrepreneurship potentials are closely related and that people with creative ability are potential entrepreneurs.

**Hypothesis 2:** There is no significant positive correlation between high level of creativity and entrepreneurship potentials among undergraduates in Kwara State, Nigeria.

**Table 5: Pearson (r) Results Showing the Correlation between High Level of Creativity and Entrepreneurship Potentials among Undergraduates in Kwara State, Nigeria.**

Variables	N	Mean	Std. D	df	Cal. r-value	p-value	Decision
High Creativity	208	60.48	5.52				
Entrepreneurship potentials	208	96.82	8.28	398	0.24	0.0001	Rejected

\*Significant;  $p < 0.05$

Table 5 presented above indicates that the calculated r-value is 0.24 and 398 degrees of freedom, with a corresponding p-value of 0.0001, which is less than 0.05 level of significance. Since the calculated p-value is less than the level of significance at 0.05, the null hypothesis is therefore rejected. This result implies that there is a strong positive correlation between high level of creativity and entrepreneurship potentials among undergraduates in Kwara State, Nigeria. The results suggests further as the creativity level of the students becomes high, there entrepreneurship potentials also increase. Hence, the two variables are strongly correlated and as such, students who possess high level of creative ability have greater chances of becoming great entrepreneurs in the nearest future.

**Hypothesis 3:** There is no significant negative correlation between low level of creativity and entrepreneurship potentials among undergraduates in Kwara State, Nigeria.

**Table 6: Pearson (r) Results Showing the Correlation between Low Level of Creativity and Entrepreneurship Potentials among Undergraduates in Kwara State, Nigeria.**

Variables	N	Mean	Std. D	df	Cal. r-value	p-value	Decision
Low Creativity	192	45.38	3.04				
Entrepreneurship potentials	192	56.60	5.68	398	0.34	0.0006	Rejected

\*Significant;  $p < 0.05$

Table 6 of the above indicates that the calculated r-value is 0.34 and 398 degrees of freedom, with a corresponding p-value of 0.0006, which is less than 0.05 level of significance. Since the calculated p-value is less than the level of significance at 0.05, the null hypothesis is therefore rejected. This result indicates that there is a significant negative correlation between low level of creativity and entrepreneurship potentials among undergraduates in Kwara State, Nigeria. The implication of this result is that, as the creativity level of the students becomes low, so also their chances of becoming successful entrepreneurs in the nearest future diminishes.

### Discussion of Findings

The present study has come with its findings based on the result of data analysed and presented in the above. The first finding of this study revealed that the majority of the respondents of this study, have high level of creativity. This finding corroborates the findings of Zeynalova (2023) whose study suggested that majority of students of higher institutions have positive

perception of the importance of creativity in the present time. However, the above finding contradicts the findings of Siti, Nor, Noor and Muhammed (2020) who had earlier discovered low level of creative ability among their respondents. The second finding of this study revealed that majority of the respondents have necessary entrepreneurial skills for a successful business, can invest their quality time and efforts to realize their entrepreneurial goals and finally, they conceived business idea that they were passionate about. The above findings are in support of the findings of Akinwale (2014) and Adelowo, Ambimbola and Oluwatosin (2018) who had discovered similar things in their previous studies among undergraduates.

The hypotheses one of this study revealed that there was significant correlation between creativity and entrepreneurship potentials among undergraduates in Kwara State. This finding is in line with the findings of the previous researchers such as; Siemieniak and Rembiasz (2021); Adebowale (2022) and Chuurur (2023), who maintained that creativity and entrepreneurship are highly related to each other in such a way that the increase in one variable, leads to increase in other variable. Hypothesis two tested in this study revealed that, there was a significant positive correlation between a high level of creativity and entrepreneurship potentials among undergraduates in Kwara State, Nigeria. This finding also corroborates the findings of Adebowale (2022) whose study affirmed that high level of creativity predicts higher chances of employment generation potentials among undergraduates of Obafemi Awolowo University (OAU) Ife, Nigeria. This result therefore contradicts the finding of Tur, Hoa and Van (2021) whose study contrarily revealed that student's level of creativity does not matter for entrepreneurship potentials.

The third hypothesis tested in this study also revealed that, there was a significant negative correlation between low level of creativity and entrepreneurship potentials among undergraduates in Kwara State, Nigeria. This finding is not much different in its juxtaposition with other studies' outcomes used for hypothesis two finding in this discussion only that it presents in a reverse order. Thus, this finding is in tandem with the findings of Adebowale (2022), and equally contradicts the findings of Tur, Hoa and Van (2021).

### **Conclusion and Recommendations**

The present study concludes that undergraduates in Kwara State possess moderately high level of creativity and they have almost the same entrepreneurial potentials profile that could allow them become job creators for the benefit of generality of the country. It is also concluded that the more undergraduates possess high level of creativity, the greater their chances to generate employment

opportunities for the society and consequently, become employers of labour instead of looking for unavailable white collar jobs. Based on the findings of this study, it was recommended among other things that, each university should align their curriculum as a matter of urgency, in such a way that will help their students to be self-reliant. The counsellors/psychologists should be proactive in assisting each student to creative, develop his or her innate potentials to the fullest and boost their entrepreneurial confidence, orientation and capacity for the growth of the nation's economy in the nearest future, and reduce to the barest minimum in Nigeria, the menace of unemployment.

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