



## **Innovative Thinking as a Tool for Leadership and Entrepreneurial Development in Nigeria**

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### ***Abstract***

*This paper discusses the Innovative thinking as a tool for leadership and entrepreneurial development in Nigeria. It also examines the effect of entrepreneurship in fostering economic growth and development. The methodology adopted was the narrative-textual case study (NTCS) method, which is preferred because of the absence of sequential data related to entrepreneurship and sustainable economic growth in Nigeria. However, interviews were also conducted. We found that creative and innovative thinking among Nigerian youth enhances entrepreneurial development and has continued to grow over the last decade- with the real GDP growth rate hovering around 7%. It was also found that entrepreneurship can enhance economic growth and development primarily by generating employment and foster the growth of micro, small and medium enterprises in Nigeria through innovative thinking. We recommend that there should be proper policy coordination, policy stability and policy implementation; reforms in the educational curriculum to prepare students for self-reliance; and fixing the power sector-Nigeria's basic infrastructure. When we have flourishing micro, small and medium enterprises (MSMEs), gainful employment will be*

*created, wealth created will be distributed evenly and economy is developed in the long run.*

**Keywords:** *Innovative, Leadership, Entrepreneurial Development, Nigeria, Thinking.*

## **Introduction**

Successful innovation should be an in-built part of everyone's business strategy and the strategic vision, where people can create an environment and lead in innovative thinking and creative problem solving. Businesses that innovate create more efficient work processes and have better productivity and performance. This effect is a result of the concrete expression of their skills, and more precisely, their propensity to innovate. Through his innovative activity, the Schumpeterian entrepreneur seeks to create new profit opportunities. These opportunities can result from productivity increases, in which case, their relationship to economic growth appears quite clearly. By combining existing resources with innovative ideas, entrepreneurs add value through the commercialization of new products, the creation of new jobs, and the building of new firms.

Thus, leadership, entrepreneurship activities and innovative thinking in Nigeria have developed enterprises in

the following areas: agricultural/agro-allied activities where there are foodstuffs, restaurants, and fast food vending, etc. In the area of solid minerals, there are quarrying, germ stone cutting, polishing and crushing engineering. In power and transport, there are power generations, haulage business (cargo and passengers). In the area of information and telecom business, there are manufacturing and repairs of GSM accessories and the printing and selling of recharge cards. In hospitality and tourism business, there are hotels, accommodation, resort centers, film and home video production; in oil and gas business, there are construction and maintenance of pipelines, drilling, refining by-products. In the area of environmental and waste management business, there is refuse collection/disposal, recycling and drainage/sewage construction jobs. In the area of financial banking services, there is banking, insurance and stock trading. In engineering and fabrication

work, there are machines and tools fabrications. There is also the building and construction, where there are plan and design services and material sourcing (Agbeze, 2012).

Innovation is the process that renews something that exist or not, the birth of something new. According to entrepreneur perspective innovation means creativity. Innovation as a means of implementing new ideas, creating dynamic products and improving existing services. Nigeria is naturally endowed with entrepreneurship opportunities; however the realization of the full potential of these opportunities has been dampened by the adoption of inappropriate industrialization policies at different times. Several policy interventions that were aimed at stimulating entrepreneurship development via small and medium scale enterprises promotion, based on technology transfer strategy, have failed to achieve the desired goals as it led to the most indigenous entrepreneurs becoming distribution agents of imported products as opposed to building in-country entrepreneurial capacity for manufacturing, mechanized agriculture and expert services (Thaddeus, 2012). With the collapse of the last vestiges of the socialist economic system in 1991, virtually the whole world has embraced free enterprise economic system. Entrepreneurship is the cornerstone and at the heart of the free enterprise economy (Popoola, 2014). Entrepreneurship is an activity that involves the discovery, evaluation and exploitation of opportunities to introduce new goods and services, ways of organizing, markets, processes, and raw material through organizing efforts that previously had not existed.

### **Statements of the Problem**

Nigerian youth have not been able to play an appropriate role and display unique leadership and entrepreneurial skills, the entrepreneurial development of the state remains important to the youth, if not more so than before. There are no effective and sustainable entrepreneurial policies, regulators and gatekeepersto encourage graduates from different academic institution. In the absence of appropriate ‘rules of the game’, entrepreneurship may result in undesirable social outcomes, including corruption, crime, speculation and financial crises, and may worsen the vulnerabilities of people during natural disasters (UN Report, 2011).

The specific problem in this study are as follows

- (a) Poor mentoring of Nigerian youth that will bring about unique leadership skills.

- (b) Unavailability of close mentoring to encourage youth managerial skills in Nigeria.
- (c) Lack of creative thinking that will enhance effective leadership skills in Nigeria.
- (d) Irregularity of creative thinking on managerial skills of Nigerian youth.

### **Objectives of the Study**

The aim of the study is Innovative thinking as a tool for leadership and entrepreneurial development in Nigeria.

1. To examine how proper mentoring of Nigerian youth that will bring about unique leadership skills.
2. To investigate if close mentoring will encourage youth managerial skills in Nigeria.
3. To demystify whether creative thinking that will enhance effective leadership skills in Nigeria.
4. To evaluate if regular creative thinking will expose managerial skills of Nigerian youth.
5. To ascertain if invention thinking on the part of the youth will enhance their entrepreneurial performance.

### **Hypotheses**

- Ho<sub>1</sub> Mentoring has no significant effect on leadership skills of youth in Nigeria.
- Ho<sub>2</sub> Mentoring has no relationship with managerial skills of Nigeria youth.
- Ho<sub>3</sub> There is no relationship between creative thinking and the leadership skills of youth in Nigeria.
- Ho<sub>4</sub> Creative thinking has no effect on the managerial skills of youth in Nigeria.

### **Justification**

The main objective of this study is justifying the linkage between innovative thinking as a tool for leadership and entrepreneurship development in Nigeria. This study is divided into five sections. Section one is the introductory part of the study. It provides a concise overview on the paper. Section two describes the statement of the problem of the study in order to provide insight into the main issue on the subject matter. Section three is the objective of the study

which the purpose of the study. The section four involves the hypotheses, while section five is the justification and section six section is the scope of the study. The section seven is the conceptual framework of innovative thinking and entrepreneurial development in Nigeria. The section eight involves the theoretical framework of the study, section nine is about empirical review of mentoring, creative thinking, leadership skills and the managerial skills of Nigerian youth. Section ten have to do with gap in literature of innovative thinking as a tool for leadership and entrepreneurship development in Nigeria.

### **Scope of Study**

The scope of the study will be limited to the use of innovative thinking as a leadership tool for entrepreneurial development in Nigerian. The study will focus on the youths in Nigeria, unemployed, graduates and students. The population will be drawn from the students, graduates and unemployed youths in Nigeria. The justification of this is that the Nigerian youth are very sensitive to the entrepreneurial activities in the country. The study will examine creative thinking, mentoring, leadership skills and managerial skills.

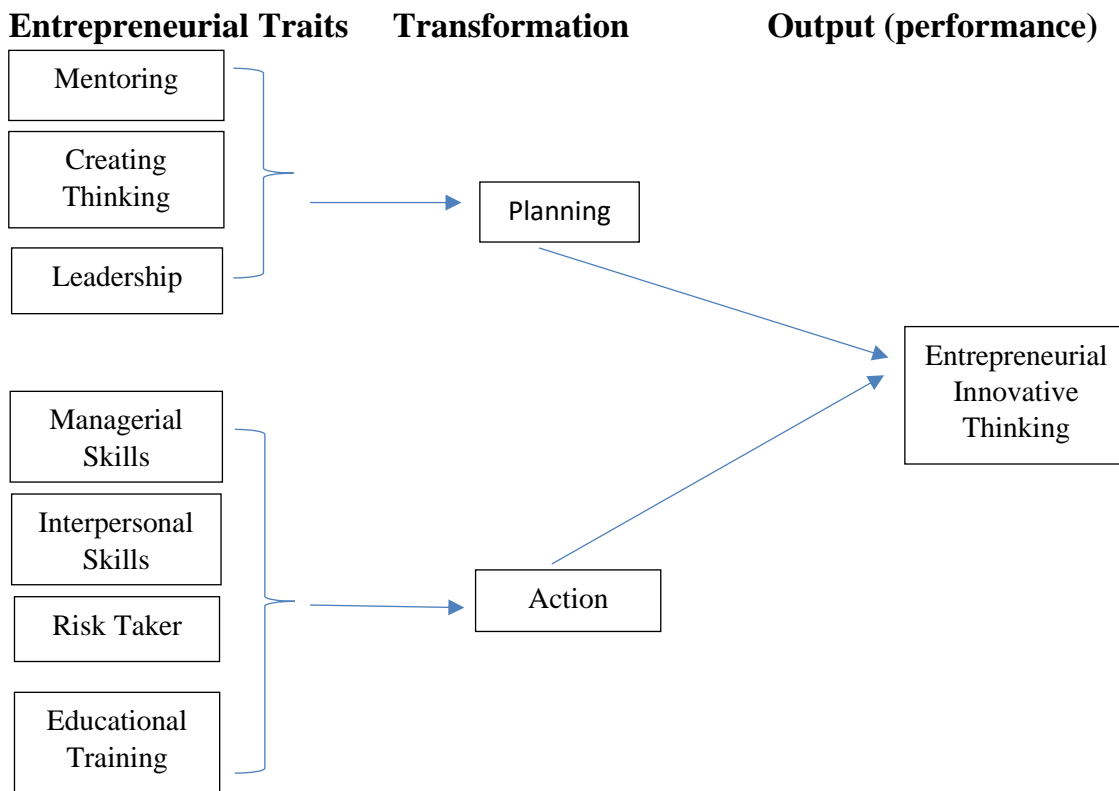
### **Conceptual Framework**

#### **Concept of Innovation**

Entrepreneurship is an employment strategy that can lead to economic self-sufficiency for people. It makes people to create and manage businesses in which they function as the employer or boss rather than merely being and employee. In this perspective technology is not a neutral tool, but something that at the same time supports and constraints human action, thinking and even deepest values. Fuad El Sheek et al (2009) suggest Initiative, risk taking, independence, innovation and creativity, self-confidence, planning, building relationships with others and take advantage of opportunities. Each technological innovation brings with it a wave of new start-ups and new entrepreneurs, but probably the way entrepreneurship is deployed changes in any major technological revolution. Innovation is seen to be instrumental in increasing the country's competitiveness and wealth, and SMEs are at the core of the economic growth of several industrial countries. But these small and medium firms rarely engage in R and D, and the product and process improvements are of minor kinds. Therefore, the results show that there are some policy implications from this study. There is urgent need for enterprise-

oriented technology transfer units to link the science and technology system with the production system. This then calls for constant re-tooling and re-engineering of the country's SME's development agencies to be able to design and implement an effective mechanism to strengthen information flow relationships from the national innovation system of the country to the SMEs. Finally it is recommended that government should create a friendly or an enabling environment for entrepreneurship and consumer goods to boost the economy.

**Figure 2.1 Conceptual Framework of Entrepreneurial Innovative Thinking**



**Source: Authors Conceptual Framework (2018)**

**Understanding Mentorship in Nigeria**

Mentoring and coaching as an experimental activities will have a significant positive effects will have a significant positive effects on changing or creating

more effective processes, products and ideas. Mentoring and coaching which results from experimental activities provides personal experience sharing online materials search. Apparently, the outcome of mentoring and coaching activities produces one of three-favourable outcome, when the actual results equals predetermined expectations; unfavourable when actual results falls short of predetermined expectations; delighted when actual results surpasses the predetermined expectations. Organizations always avoid the second outcome and emphasize on mentoring and coaching that produces satisfaction and delight. Relationship marketing support this assertion on accounts that it costs so much to acquire new entrepreneurs than it is to retain them, a delighted entrepreneur is a good asset to an organization in terms of diffusing his experience in creating effective processes, products and ideas. Finally, the outcome of mentoring and coaching as an experimental activities which is a dimension of ICT entrepreneurship. Mentoring improve management's competitive positioning. Mentoring and coaching predicts experience acquisition encourages innovativeness. The internet will fundamentally change the way people discover and access opportunities. Experimental activities like testing and prototyping, access to resources, coaching and sharing experience with other entrepreneurs, including serial entrepreneurs and successful founders. "The successful use of an idea that adds value to the customer and commercial return for the creator" Cris Beswick (2010).

Adoption of education as an instrument for socio-economic development has always been the policy thrust of Federal Government of Nigeria in most of its national development plans and as a means of mentorship. The above assertion is supported by the National Policy on Education, which asserts that: education will continue to be highly rated in the national development plans, because education is the most important instrument of change, as any fundamental change in the intellectual social outlook of any society has to be preceded by an educational revolution (Federal Government of Nigeria, 1998). According to Mauchi et al. (2011) entrepreneurship education can be defined "as the process of providing individuals with the ability to recognize commercial opportunities and the knowledge, skills and attitudes to act on them." From this definition, entrepreneurship is one of the ways by which HCD can be enhanced in country. Entrepreneurship education, by its nature, has been found to precipitate employment generation, assist with the growth of the economy and the overall promotion of sustainable economic growth and development in a number of

nations (Raimi, L. and Towobola, 2011). The age-long traditional education in vogue in Nigeria breeds graduates job-seeking mindsets as opposed to job-creation; they thus lack entrepreneurial traits like self-motivation, drive and innovation needed by the world of work and employers of labour (Raimi et al., 2011; Simkovic, 2012).

### **Overview of Creative Thinking**

The total number of Nigerians estimated to be officially unemployed in 2011 is estimated at 14 million as against 12 million in 2010. Majority of those captured as unemployed are youth within the age brackets of 15-24 years and 25-44 years (National Bureau of Statistics, 2011). Unemployment is rampant in Nigeria like other nations because of mismatch between the need of employers and stock of job-specific human capital produced by educational training institutions (Simkovic, 2012). Reasons why Nigerian youths expresses creative thinking, poor funding of entrepreneurship education in particular and the education sector in general has been a serious challenge to entrepreneurship, both at the institutional level and the nation at large. This funding constraint has adversely affected the implementation of entrepreneurship education curricula, a fact attested to by National Universities Commission and counterpart supervisory agencies (Gabadeen & Raimi, 2012).

Unavailability of entrepreneurial education can also hinder creative thinking in Nigeria. Our entrepreneurship education is ineffective style of teaching that stresses theoretical writing of business plan in groups of 10-15 students, a learning/teaching style that has been seriously criticized and flawed in the literature (Ifedili & Ofoegbu, 2011). Another challenge is that undergraduate students perceive the entrepreneurship education as one of the unnecessary elective or general courses forced on them by their respective school/departmental authorities in order to fulfill graduation requirements (Ifedili & Ofoegbu, 2011; Gabadeen & Raimi, 2012). Based on the wrong mindset painted above, they display very weak participation in all entrepreneurship activities (Ifedili & Ofoegbu, 2011). Besides, the echoes of unpleasant experiences of self-employed graduates send wrong signals to undergraduates taking a compulsory course in entrepreneurship education in several tertiary institutions (Gabadeen and Raimi, 2012).



## **Leadership and Managerial Skills**

Moreover, studies by UNIDO-Nigeria, 2012 show that Micro, Small and Medium Enterprises (MSMEs) has the propensity to drive the Nigerian Economy, and data reveal that there are currently over 17 million MSMEs employing over 31 million Nigerians. MSMEs account for over 80% of enterprises that employ about 75 % of the Nigeria's total workforce, and therefore formulating and effectively implementing MSMEs friendly policies represents innovative ways of building the capacity to engage in entrepreneurial activities and creating job opportunities thus, playing a central and invaluable role in helping Nigeria realize its quantity advantage. In addition, the 2012 Global Entrepreneurship Monitor (GEM) has empirically identified Nigeria as one of the most entrepreneurial countries in the world. Chell (2008) adds identification of opportunities, independence, self-efficiency, social leadership, intuition and vision of future potential. The study showed that 35 out of every 100 Nigerians (over a third) are engaged in some kind of entrepreneurial activity or the other. It is therefore imperative at this point in time to critically evaluate not just the principles of entrepreneurship but the practice and its crucial role in fostering economic growth and development in a developing economy like Nigeria. Nigeria's GDP growth rate of between 6 – 8 percent in the last ten years shows the country is one of the fastest growing economies in the world. The implication is that any good business established is capable of generating unusual and above average returns. It is one of the few countries with the highest returns on investment anywhere in the world- money, market, capital market, mutual funds, real estate and property, entrepreneurship, etc. (Popoola, 2014).

## **Evolution of Entrepreneurship in Nigeria**

In the beginning, entrepreneurship started when people produced more products than they needed, as such, they had to exchange these surpluses. For instance, if a blacksmith produced more hoes than he needed, he exchanges the surplus he had with what he had not but needed; maybe he needed some yams or goat etc. he would look for someone who needed his products to exchange with. By this way, producers came to realize that they can concentrate in their areas of production to produce more and then exchange with what they needed. So through this exchange of products, entrepreneurship started. A typical Nigerian entrepreneur is a self-made man who might be said to have strong will to succeed, he might engage the services of others like; friends, mates, in-laws etc.

to help him in his work or production. Through this way, Nigerians in the olden days were engaged in entrepreneurship.

Nigeria was traditionally an agricultural country, providing the bulk of its own food needs and exporting a variety of agricultural goods, notably palm oil, cacao/cocoa, rubber, and groundnuts (peanuts). At this time, the place called Nigeria had entrepreneurs who had the entrepreneurial mind-set prevalent at the time. The peoples of Hausa, Ibo, Yoruba and Benin all had their own entrepreneurs (13th-19th century), who were exposed to entrepreneurship opportunities outside their native areas. The Hausas had astute entrepreneurs who managed workers with skills in tanning, dyeing, weaving, and metalworking which were highly developed. The Hausas have long been famous for wide-ranging itinerant trading, and wealthy merchants shared the highest social positions with the politically powerful and the highly educated. In Hausa land, entrepreneurial success in Islam is not merely measured by the end result but also by the way and means of achieving them (Ebo 2012).

### **Entrepreneurial Skills Development**

Skills development is the intended output of education and training efforts and it is an enabler for growth. As an entrepreneur, the growth of your business and the establishment of a legacy are paramount. Development of skills enhances the capability of employees to improve the company's efficiencies in the employee's specific sphere of influence, and thus ultimately improving the bottom line revenue of the company. Employee individual capability development skill is fundamental to the success of the entrepreneurial business. Skills development, therefore can be defined as what we do to improve productivity in the workplace and the competitiveness of our businesses and to improve the quality of the life of workers, their prospects of work and their mobility. As an entrepreneur, you need to unpack each of these so that you can define what skills to develop. (Elphick-Moore, 2012). Interpersonal dynamics measure ICT entrepreneurial skills development.

### **Entrepreneurial Skills Development (ESD)**

Entrepreneurial skills defines the intended output of education and training efforts using applications will increase job related productivity, effectiveness and performance within the firm's context (Larry and Best 2011). Entrepreneurial skills development is one of the determinants of ICT

entrepreneurship development that provides diagnostic insights into small business innovation. Entrepreneurial skills development has direct effects on small business innovation in terms of number of innovation transferred, total funds, invested in innovation projects and improved time to market for new innovations. Sustainable economic development does not occur without entrepreneurship and entrepreneurship is the practice of starting new organizations or revitalizing mature organizations. This study therefore is done to analyze the impact of innovation, technology and on the entrepreneurial development activities in Nigeria. Entrepreneurship is an effort to recognize business opportunity, create the business with innovative ideas by assuming all associated risks and bring it to reality for a reward (profit). Anyone who acts in this regard is referred to as an entrepreneur. An entrepreneur is an innovator, risk-taker and combinatory of all production factors to the advantages of the society.

### **Policy Thrust of Entrepreneurship Education in Nigeria**

Entrepreneurship education became imperative in higher institutions in Nigeria because it offers a realistic approach to solving the endemic problem of unemployment. Yahya (2011) explains that The overall objective (of entrepreneurship education) is to continuously foster entrepreneurship culture amongst students and faculty with a view of not only educating them but to also support graduates of the system towards establishing and also maintaining sustainable business ventures, including but not limited to those arising from research.” In other words, the policy thrust intends to sensitize training and empower graduates interested in setting up their personal businesses. In order to embed the entrepreneurial culture among new generation of students, the Ministry of Education introduced entrepreneurship education into the curricula of Nigerian institutions of higher learning, in collaboration with two other supervisory agencies of higher institutions, that is, National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) (Yahya, 2011).

The role assigned to the supervisory agencies in charge of the higher institutions in Nigeria with regard to management of entrepreneurship education is basically the same. Yahya (2011) encapsulated the role as the implementation of government's policy with regard to entrepreneurship education in Nigeria. The expected outcomes from the assigned role include:

- Establishing entrepreneurship study in all higher institutions,
- Establishing the curriculum for the course,
- The development of teachers guide, instructional manual and students' handbook for sale as well as capacity building for at least ten lecturers in each university,
- Establishment of entrepreneurship resource and knowledge centers in the Nigerian University Commission (NUC), and
- Capacity-building for at least ten teachers in all universities and development of Masters and Ph.D. programs in some selected universities.

In addition, Oyelola (2010) describes entrepreneurship education in the polytechnic system as acquisition of entrepreneurial skills by undergraduate students as a form of preparation for self-employment prior to graduation. The expectation within the education policy circles is that from 2006 to 2010 (the first three years of commencement of entrepreneurship education) that at least 50000 undergraduates would have been sufficient empowered with practical enterprise management skills, out of which at least 10,000 graduate trainees would be able to set-up their own business ventures (Yahya, 2011).

### **Theoretical Framework**

From the conceptual clarifications made above, it is obvious that entrepreneurship education and human capital development can be used interchangeably, as each concept explains the other. There exists between them very thin line of demarcation and distinction. Specific strands of theories and models that provide theoretical foundation for entrepreneurship development are as provided hereunder:

#### **Human Capital Theory (HCT)**

Theoretical framework that prescribes education, training and skills acquisition as mechanisms for attaining productivity, workers' efficiency and overall socio-economic development is called human capital theory (HCT). The spending on human capital (workforce) is a worthwhile and productive investment similar to investment in nation's physical assets (Olaniyan & Okemakinde, 2008).

### **Need for Achievement Theory (NAT)**

This is a psychological theory of David McClelland (1965), which shows the functionality of strongly relationship between need for achievement, economic development and entrepreneurial activities (EAs). He opined that the entrepreneurship activity is the potent process by which the need to achievement leads to economic growth. According to McClelland (1956), one would expect a relatively greater amount of entrepreneurial activities in the society if the average level of need achievement is relatively high among the people. Nigerians have zeal and enthusiasm for achievement and are poised to follow ideas to logical success judging by outstanding performances in all spheres of life, but on account of lack of enabling environment, an average Nigerian is disillusioned and developed hatred for the state (Raimi, 2010).

### **Risk Taking Theory (RTT)**

The second theory that provides foundation for entrepreneurship education is the risk-taking theory of Richard Cantillon and John Stuart Mill. The theory sees entrepreneurship as a mental education that stimulates individuals to take moderate or calculated risk for which they stand to enjoy stream of benefits, and also people taking big risk have to contend with a great responsibility (Alam & Hossan, 2003). The traits of creativity, risk-loving, innovation, strategic thinking and constructive engagement against the government by discontented Nigerians could as well be directed to entrepreneurship development (Raimi, 2010). The import of this theory is that entrepreneurship education improves the ability, capability and potentials of the human capital of the nation to undertake risks for which all stand to benefit immensely.

### **The Schumpeter Effect (TSE)**

This is a model that provides logical explanation that entrepreneurship and unemployment are negatively or inversely related, that is, increase in entrepreneurship activities in the economy douses and sustainably reduces unemployment situation (i.e. facilitating employability). The process of entrepreneurship leading to gainful employment is termed “Schumpeter effect” (Audretsch, Carre & Thurik, 2002). Garofoli (1994) and Audretsch and Fritsch (1994) provided empirical justification for the theory in two different studies, stating that unemployment is negatively related to new-firm start-ups, that is, as

new businesses are established, the level of employability in the society is stimulated and unemployment reduces sustainably in the economy.

### **Empirical Review**

The Effect of Entrepreneurship on Economy Growth and Development in Nigeria, was an empirical research carried out by Adeoye Afolabi (2015). The paper discusses the evolution and current development of principles and practice of entrepreneurship in Nigeria. It also examines the effect of entrepreneurship in fostering economic growth and development. The methodology adopted was the narrative-textual case study (NTCS) method, which is preferred because of the absence of sequential data related to entrepreneurship and sustainable economic growth in Nigeria. However, interviews were also conducted. They used simple percentages, graph and chart in analyzing and interpreting the collated secondary data. They found that Nigeria's economy has continued to grow over the last decade- with the real GDP growth rate hovering around 7%. It was also found that entrepreneurship can enhance economic growth and development primarily by generating employment and foster the growth of micro, small and medium enterprises in Nigeria. We recommend that there should be proper policy coordination and policy stability; reforms in the educational curriculum to prepare students for self-reliance; and fixing the power sector-Nigeria's basic infrastructure. When we have flourishing micro, small and medium enterprises (MSMEs), gainful employment will be created, wealth created will be distributed evenly and economy is developed.

An empirical review was carried out on Entrepreneurship Development and Poverty Alleviation: Empirical Review by Mohammad Delwar Hussain, Abul Bashar Bhuiyan, Rosni Bakar (2014). The main purpose of the paper is to corroborate the relationship between entrepreneurship development and poverty alleviation constructed on empirical reviews. In this study, they conducted general search to accumulate empirical literatures by the name of entrepreneurship development and poverty alleviation in different online database sources such as Google Scholars, Springer Link, Wiley, Science Direct, JSTOR, Emerald full text, Scopus, and EBSCO HOST etc. They found innovation, entrepreneurship training & education, family background, government support program, social entrepreneurship, women participation, individual entrepreneurial characteristics, participation of micro, small &

medium enterprises, youth empowerment, collaboration of government-university-industry is the key tool for entrepreneurship development which is stimulating employment are eventually alleviating poverty.

An empirical research carried out by Oyewale I.O, Adeymo S.A, Ogunleye P.O (2013), on Technological Innovation: An Imperative Tool for Entrepreneurship Development in Nigeria. Sustainable economic development does not occur without entrepreneurship and entrepreneurship is the practice of starting new organizations or revitalizing mature organizations. The study therefore is done to analyze the impact of innovation, technology and on the entrepreneurial development activities in Nigeria. Simple random sampling technique was used to select a total of 12 entrepreneurs from Lagos State that constituted our sample size. The primary data consists of a number of items in well- structured questionnaire that was administered to and completed by the respondents. Regression analysis was used to analyze the data. The results showed that there is significant relationship between technological innovation and entrepreneurship development in Nigeria. It is therefore recommended that government should create a friendly or an enabling environment for entrepreneurship and consumer goods to boost the Nigeria economy.

### **Gap in Literature**

Sustainable economic development does not occur without entrepreneurship and entrepreneurship is the practice of starting new organizations or revitalizing mature organizations. Many entrepreneurship literatures focuses on business start-up, economic development and technological innovations but only few make emphases on entrepreneurial traits, characters, personality, leadership and innovative thinking. This study therefore is done to analyze the impact of innovation thinking as a tool for leadership and entrepreneurial development in Nigeria.

### **Methodology**

The methodology adopted was the narrative-textual case study (NTCS) method, which is preferred because of the absence of quantitative data relating to entrepreneurial characters, personality, traits, managerial and leadership skills involving entrepreneurship and sustainable economic growth in Nigeria. Descriptive design will be adopted by the researcher, this will enable proper evaluation, monitoring and observing the focus group.

## **Research Design**

This research study adopted descriptive research design, it will assist to determine sample at the specific time without changing the behaviour or trying to make casual statements. In designing the research, a combination of exploratory and descriptive research was identified as the most suitable method in achieving the research objectives (Malhotra, 2010). The descriptive research design was necessitated by the understanding to verify formulated hypotheses that referred to the situation in order to elucidate it. This method is primarily concerned with the process and nature of this study. Since the design of a research involves a specific framework within which a research study is to be completed, this therefore stated the problems according to the experience of the researcher and literature reviewed along the identified problems. The instrument used for gathering data was designed and is subjected to a validity and reliability test.

Malhotra, N. (2010). *Marketing research: an applied orientation, 6th Edition*. London: Prentice Hall.

## **Study Population**

The target populations in the community under study will be graduates from different tertiary institutions and other business owners. The researcher will be looking at total population of these two categories of people from Ilorin South which are about 17,000. Eligible respondents must have been directly involved with handling one or two working experience for a minimum of 1 or 2 years.

## **Demographic Characteristics of Respondents**

The demographic informations are gender are male and female. The Age ranges from 19 and below, 20 – 29, 30 – 39, 40 – 49, 50 – 59, 60 above. The marital status are single, married and divorced.

## **Perception of the Respondent Independent and Dependent Variable**

The perception of the respondents depends on their answers on the questionnaire administered by the researcher. The data gotten will be used for data analysis and the result interpretation, summary and conclusion will be drawn.



### **Sample Size Determination**

Using scientific measure in arriving at the sample size. The researcher adopts the use of Yaro Yamane Formula:-

$$n = \frac{N}{1 + N (e)^2}$$

Where n = Sample size

N = Population of the study

e = Level of precision or Sampling Error or Tolerable error (5%)

For example  $n = \frac{17000}{1 + 17000 (0.05)^2}$

$$n = \frac{17000}{1 + 17000 (0.0025)}$$

$$n = \frac{17000}{1 + 42.5}$$

$$n = \frac{17000}{43.5}$$

$$= 390.8$$

$$n = 391$$

### **Sampling Method**

The researcher will adopt Simple Random Sample (SRS). With simple random sampling the subset from the population will have the same characteristics, level of education, tribe, religion and gender. There are millions of graduates and business owners all over the country, it will be extremely difficult to analyze the whole population, and therefore simple random sampling will be appropriate

### **Data Collection**

The sources of data for this research work include will primary and secondary sources. The primary sources of data for this study will be mainly questionnaire observation and in-depth interview. The questionnaire is a device for obtaining

answer to relevant research questions by which the respondents fills by himself or herself the questionnaire forms. In-depth interview is a conversation between the researcher and the respondent with the purpose of getting certain information from the respondent.

The secondary sources on the other hands are mainly appropriate books and publications from which relevant portions were used. These involve data obtained from existing sources of information such as journals, textbooks, company publications and websites. Research has shown that effective synergy can be created by cross-channel marketing using the real-time display of customized content to sub-groups of the target group across different channels. Monitoring the conversation and participating in what customers say can also contribute to the interview segment of the source of data. Good way to keep track of what is going on, is to use some time for going through what people are talking about.

All eligible respondents were interviewed using a recording device, the interview was conducted by trained research assistants who could also speak the local language. A vernacular version of the study was prepared for the uneducated respondents to reduce inter-observer variation in interpretation during the interview.

Other source of data collection are questionnaire and observation.

### **Study Variables**

Information collected were based on survival strategies characteristics of the business, the operations of their food business as regards financing, their knowledge and attitude toward managerial skills and its relation to entrepreneurial practices.

### **Test of Validity and Reliability**

This research will be carried out with credibility in order to attain a general acceptable result and will align with other previous research related to the study. We will make use observation and interview method to validate the questionnaire. The data that will be gathered, presented, analyzed and interpreted for the study using primary source shall be validated using the secondary data.

### **Prior Expectation**

Prior expectation of the information that will be gotten from the respondents will not affect the Nigerian telecomm industry sales performance or change the feelings of their customers. And information that will be gotten may not be revealed to their competitors or be used against the organizations. The data will be used purely for research purposes. As a consideration of this study the respondents have a right to their diverse contributions.

### **Method of Analysis**

Descriptive and inferential method will be used to analyze the data. For this reason, the researcher would take the necessary step to assure the validity, reliability and generalizability of the findings of this study by conducting a thorough examination of the data to ensure trust worthiness and authenticity which were crucial for demonstrating the validity, reliability and relevance of the findings, conclusions and recommendations.

### **Test of Hypotheses**

This section deals with the testing of the hypothesis associated with the research work. Hypothesis can be either Null hypothesis ( $H_0$ ) or Alternative hypothesis ( $H_1$ ) in analyzing the data the researcher used Descriptive Sample Percentage tables and Chi-Square Statistical tools which is used in testing two Random Samples.

Chi – square is given as:

$$X^2 = \frac{\sum (o - e)^2}{e}$$

Where  $X^2$  = Chi – square

$o$  = Observed frequency

$e$  = Expected frequency

$\Sigma$  = Summation of the frequency.

The Degree of Freedom =  $(n - 1) (k - 1)$

Where Df = Degree of freedom

$n$  = Number of Rows

$k$  = Number of Column.

The hypothesis shall be base on 5% level of significance where the table value of 1 from degree of freedom  $(n-1)$  is 3.841.

**DECISION RULE:** Reject Null Hypothesis if calculated value of ( $X^2$ ) is greater than the critical value and accept Null Hypothesis if calculated value of ( $X^2$ ) is less than the critical value.

This text is based strictly on the primary data gotten from the use of questionnaire.

### **Test of Assumption**

Ho<sub>1</sub> Mentoring has no significant effect on leadership skills of youths in Nigeria.

From the method of data analyses of this study it shows that there is a strong significant effect of mentoring on leadership skills of youths in Nigeria.

Ho<sub>2</sub> Mentoring has no relationship with managerial skills of Nigeria youths.

From the method of data analyses of this study it shows that there is a strong relationship between mentoring and managerial skills of youths in Nigeria.

Ho<sub>3</sub> There is no relationship between creative thinking and the leadership skills of youths in Nigeria.

From the method of data analyses of this study it shows that there is a strong relationship between creative thinking and leadership skills of youths in Nigeria.

Ho<sub>4</sub> Creative thinking has no effect on the managerial skills of youths in Nigeria.

From the method of data analyses of this study it shows that there is a strong significant effect of creative thinking and managerial skills of youths in Nigeria.

### **Discussion of Findings**

The result from the analysis revealed that the Nigerian youths will have proper mentoring of Nigerian youths that will bring about unique leadership skills. Also efficient mentoring will encourage youth's managerial skills in Nigeria. With a conducive environment creative thinking will enhance effective leadership skills in Nigeria youths. Therefore regular creative thinking will expose managerial skills of Nigerian youth.

## **Conclusion**

Another key issue of growth of entrepreneurship education is adequacy of competent lecturers in the field of entrepreneurship to make the course practically interesting and goal-oriented as opposed to too much focus theoretical instructions (Gabadeen & Raimi, 2012). Ifedili and Ofoegbu (2011) note that professionals in the education sector are having serious nightmare on the theoretical contents of entrepreneurship education being delivered to the undergraduates across Nigerian higher institutions.

In order to make Nigerian graduates more resourceful and self-reliant, the Federal Ministry of Education introduced entrepreneurship education into the curricula of the universities, polytechnics and colleges of education through their regulatory/supervisory agencies - National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE). It was incorporated into the curricula of tertiary institutions effective from the 2007/2008 academic period (ILO, 2010; Raimi & Gabadeen, 2012). Technical support has also been extended to tertiary institutions. Despite the paucity of human capital in Nigeria, the nation's well-trained professionals leave Nigeria for greener pasture abroad; a phenomenon described as human capital flight. The implication of this phenomenon is that the socio-economic impact of human capital on economic growth in Nigeria is lost. To improvised, the nation relies so much on highly skilled human capital often called expatriates from foreign countries (Ndulu, 2010; Oluwatobi and Ogunriola, 2011). In Nigeria to teach entrepreneurship education (ILO, 2010; Raimi and Gabadeen, 2012). At the moment, the Nigerian Universities Commission had created massive awareness at workshops for students and academic community on the virtue entrepreneurship education, while NUC also maintained international collaboration and memorandum of understanding (MoU) with the National Science Foundation of United States of America, the British Council and a host of others agencies for the purpose of promoting entrepreneurship culture (Yahya, 2011).

## **Recommendation**

Based on the findings of the study Innovative thinking as a tool for leadership and entrepreneurial development in Nigeria. Recommended, Nigerian government should as a matter of priority provide adequate funding of education in line with the recommended UNESCO 26% of GDP so that

institutions of higher learning can be able to create enabling environment for entrepreneurship education and training of students.

Government should invest heavily in higher education so that they will have the resulting research and educated workforce to increase their global competitiveness.

Government should consider sending professionals abroad for further training in entrepreneurship so that they would come back home to train students

Institutions of higher learning in Nigeria should integrate courses in entrepreneurship in their programme offering in all units both at undergraduate and post-graduate levels.

Institutions should begin to create entrepreneurial drive in students via organizing conference, seminars and workshops on entrepreneurship during which Professors and other experts are invited to give talks to students. Government should dialogue with Nigerians in Diaspora who are successful entrepreneurs to get them back home so that their skills can be tapped and thus facilitate effective implementation of entrepreneurship education. Higher education curriculum should be redesigned in line with the skills required for global competitiveness.

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## Questionnaire

### SECTION A: Demographic Information

(N.B: Please tick as appropriate)

1. Gender: Male ( ) Female ( )
2. Age: 19 and below ( ). 20 – 29 ( ). 30 – 39 ( ). 40 – 49 ( ). 50 – 59 ( ). 60 above ( ).
3. Marital Status: Single ( ). Married ( ). Divorced ( ).



SECTION B: This section discusses the variables adopted in the study and it is designed in order to test the perspective of the respondents in relations to the methods of marketing strategy. This is further grouped into five (5) sub-sections.

Please tick as appropriate

Options: SD – Strongly Disagree, D – Disagree, N – Neutral, SA - Strongly Agree, A – Agree.

S/N	Mentoring	SA	A	N	SD	D
4	There are many areas where youths are guided in terms of setting up a business?					
5	Nigerian government encourage youths to start a business after graduation?					
6	Successful entrepreneurs in Nigeria create environment where youths are mentored?					
	<b>Creative Thinking</b>					
7	Harsh business environment in Nigeria cannot enhance creative thinking?					
8	Creative thinking always leads to entrepreneurial development in a country?					
9	Personal entrepreneurial traits enhances creative thinking?					
	<b>Leadership Skills</b>					
10	Nigerian youths are born with leadership skills?					
11	Formal Education develops leadership skills?					
12	Creativity and innovation in business creates leadership skills?					
	<b>Managerial Skills</b>					
13	Corporate organizations trained only top level?					
14	Small scale enterprise discourages managers to express themselves?					
15	Managerial skills need to be included in the tertiary institution curriculum?					
	<b>Innovative Skills</b>					
16	Economic development have no relationship with innovative skills?					
17	Government empowerment scheme affects innovative skills positively?					
18	Entrepreneurial development influences innovative skills?					
	<b>Exposure</b>					
19	Travelling a lot increases the level of one's creativity and innovative thinking?					

- 20 | Meeting people from different parts of the world  
enhances entrepreneurial skills?
- 21 | Research and development exposes a lot business  
opportunities in Nigeria?