

Creativity and Innovation as Veritable Tools to the Sustenance of Business Education Programme in Tertiary Institutions

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ABSTRACT

According to this study, innovation and originality are real assets for the continuation of business education programs in schools. The study found that in order for a business education program to continue in a postsecondary educational institution, it requires constant input that is geared toward innovation and creativity in all program components in order to keep students interested. Additionally, in order to address the issue under examination and maintain it in the face of programs and courses being discontinued owing to declining or nonexistent interest as seen by student enrollment, the study used secondary sources of information. The study came to the conclusion that innovation and creativity are two sides of the same coin that must be ingrained as a tactic in the effort to ensure the program's survival. In order to make the curriculum inspiring and alluring to teach and learn, the report suggested, among other things, that the Business Education department provide opportunities for instructors and students to innovate and set trends.

Keywords: Creativity, Innovation, Business Education, Students, Tertiary Institution

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INTRODUCTION

Innovation in particular, where the focus is on execution, is often contrasted from creativity in general. According to Lin and Vartanian (2018), innovation is more than just a novel concept or invention; it must be put into active use or made accessible for use by other parties, individuals, or organizations. Amabile and Pratt (2016) view innovation as the commencement of creative ideas, while Lin and Pratt (2016) see creativity as the production of novel and useful ideas. In addition, there is emotional creativity, which is defined as a pattern of cognitive skills and personality attributes associated with uniqueness and suitability in emotional experiences. The process of creating something novel and worthwhile is called creativity. The product of the creation may be something tangible, like an invention, a printed piece of literature, or a painting, or it could be something intangible, like a joke, a scientific hypothesis, a musical composition, or an idea.

The actual application of concepts that lead to the launch of new products or services or the enhancement of existing ones is known as innovation. According to Hughes, Lee, Tian, Newman, and Legood (2018), it is viewed as "a new or changed entity realizing or redistributing value." The focus on novelty, advancement, and dissemination of concepts or technology is known as innovation emphasis. The creation of more efficient goods, procedures, services, technologies, artwork, or business models that innovators make accessible to markets, governments, and society at large is frequently how innovation occurs. It is important to note that invention and innovation are not the same thing. While not all innovations need a new invention, innovation is more likely to include the practical application of an invention (i.e., new or better capacity) to have a significant influence in a market or society. This suggests that in order for the Business Education program to continue over time, stakeholders must be proactive in fostering creativity and innovation, since they will be the program's driving forces. It is crucial to emphasize that any constructive suggestions and thoughts that come from both inside and outside the school must be taken into consideration in order to ensure the long-term viability of the Business Education program.

In order to effectively deliver instruction in the school system, the teaching and learning process is always changing through the adoption of various strategies or methods. For this reason, it is necessary to

develop and incorporate current trends into the teaching and learning process in an effort to pique the interest of the students who will be receiving any strategies that are adopted for this purpose. To improve understanding in the Business Education learning process, instructors, students, and school administrators must devise pedagogical improvisations and techniques. In light of this, the teaching and learning process need creativity and innovation as a strategy. This is the case because, in addition to adding value to the learning process, creativity and innovation allow both teachers and students to participate actively in the process rather than passively. Innovation and creativity as a strategy for the program's sustainability guarantee that students, instructors, and relevant authorities absorb current concerns that have positive consequences for the program during the teaching and learning process. The necessity for stakeholders to come up with strategies that will guarantee that the program is appealing to students, appealing to educators on a professional level, and appealing to entrepreneurs overall is emphasized here.

Innovation requires creativity, which is an active process. It is a habit of learning that calls for both competence and a particular comprehension of the situations in which creativity is used. Innovation is centered on the creative process, and the terms are frequently used interchangeably. Innovation may be widely defined as new concepts, fresh perspectives, new techniques, or valuable goods. The concept of output, of really creating or doing something differently, of bringing something to pass, or of putting something new into practice, is what innovation is all about. Since many excellent ideas are never realized, innovation nearly always requires hard effort; tenacity and perseverance are required. Creative thinking, according to Kampylis and Berki (2014), is the ability of students to use their imaginative abilities to generate ideas, questions, and hypotheses; experiment with alternatives; and assess their own and their peers' ideas, final products, and methodology. It is implied here that using creativity and innovation as a strategy to support the Business Education program allows the Department and students to use their creative potential to generate ideas, hypotheses, experiences, tact, and other things that will inspire the program to improve instruction delivery in order to project the program for sustainability.

The combination of the physical and social learning environment, the attitudes and characteristics of both instructors and pupils, and a methodical approach to problem-solving that results in a concrete end product, which might be an idea, a process, or a physical object, is what is known as creativity. Producing something novel, pertinent, and helpful to the individual or persons who made it within their particular social context is what is meant by creativity. In education, the concept of context is crucial. According to Runco (2008), creativity may also be utilized to suggest fresh approaches to issues in various settings, societies, or nations. Having students from many schools work together to solve the same problem and share their ideas is one example of this. Learning involves creativity by nature. Whenever we try anything new, there is an aspect of creativity involved. There are many levels of imagination, and imagination develops with both experience as well as time.

Since creativity increases cognitive complexity, it is beneficial in business education. It is implied here that it gives educators and students the freedom to investigate new areas of the curriculum that are required for sustainability. Deep knowledge and the ability to use it effectively, that is, applying information from other fields or sectors to maintain a business education programme are prerequisites for creativity. According to Collard and Looney (2014), being creative entails applying one's current knowledge or abilities in a given field or situation to explore novel possibilities in the search for desired results, hence expanding one's knowledge and skill set. It evolves gradually and works better if the creative process starts when people are at least somewhat knowledgeable and skilled. It is crucial to remember that in order for something to qualify as creative, it must be both novel and applicable. It is impossible to overstate how important innovation is to the survival of any endeavor, including business education programs. It is, in fact, the birthplace of innovation, which is essential to the continuation of business education programs at all postsecondary educational institutions.

Innovation in education is becoming more than just a catchphrase in schools. It is quickly becoming a popular method of learning and instructing for both children and educators. Students and teachers are encouraged to investigate, discover, and use all of the tools available to learn something new through innovation and transformation. Innovation entails a new way of approaching and solving problems. It also benefits education because it pushes students to solve real problems at a higher level of understanding. Innovation does not always imply technology application or the generation of new inventions, though these factors can help. Innovation entails a shift in thinking, which aids in the development of student's creative thinking and problem-solving abilities. In the light of the above, the paper was guided by two objectives:

- To examine the place of creativity in the sustenance of Business Education programme
- To determine the role innovation, play in the sustenance of Business Education programme

Concept of Creativity, Innovation and Business Education

The foundation of innovation is creativity. According to Udu, Oguegbulu, and Ogbuagu (2015), creativity is the capacity to create anything, whether it be a novel approach to an issue, a novel tool or technique, or a novel form of creative expression. According to Udu et al. (2015), creativity is "new and useful." pointing out that the art of creativity is to perceive things that everyone else sees while drawing connections that no one else has. Moving from the familiar to the unknown is what creativity is. The capacity to create, bring into life, invent into a new shape, produce by magnitude talent, and bring something new into existence are characteristics of creativity. It is not the capacity to create from nothing, but rather the capacity to combine, modify, or repurpose preexisting concepts to produce new ones. While some innovative ideas are first straightforward, decent, and useful concepts that no one appears to have taught about yet, others are astounding and brilliant (Okiridu, 2015). Without acknowledging that contemporary company operates in a world of rapid change that produces new issues, no entrepreneur or firm can maintain its position of leadership. Instead, they must mobilize their resources before the changes take effect.

Innovation in business education is crucial because it entails a new perspective on issues and approaches to their resolution. Additionally, it raises the program's standing by forcing students to address complicated issues using higher order thinking skills, which in turn projects the program for sustainability. Innovation encompasses a new way of thinking that helps students improve their creativity and problem-solving abilities. It is not limited to the use of technology or new innovations in the teaching and learning process, but they may also contribute to innovation. A fairly nebulous idea, the significance of innovation in business education might mean different things to different individuals (UNICEF, 2021). Nonetheless, the advantages of innovation in business education are quite real and palpable. Although program innovation cannot be evaluated or assessed, it can be ingrained in students and foster course growth at postsecondary educational institutions. Here are some examples of how innovation may be used as a method to support business education programs, with a focus on student participation.

Give pupils an issue that is both real and engaging to push them: No student should be assigned the same project. Accordingly, a project must be adaptable enough for students to incorporate their own interests into it. Additionally, it implies that educators must be aware of the interests of their pupils (Okiridu, 2015). Authenticity entails solving issues using actual tools that don't have their solutions listed at the back of a book. Ideal issues let the student define the precise problem while defining certain broad boundaries and resources. This tactic might increase students' enthusiasm for the course, strengthening its sustainability focus.

Briefly explain the fundamentals to the students: To get students started on their projects, you will need to impart some fundamental knowledge and facts. That being said, the class will require less knowledge than you would anticipate. You may present this material in a mini-lesson at the beginning of class, breaking it up into well-organized chunks of five to ten minutes. By fostering students' creative potential, this approach validates the program's durability and makes it valuable. Additionally, this method encourages pupils to conduct their own independent research. The ability of pupils to obtain the great majority of the knowledge they require through independent investigation is emphasized here.

Develop students' complex skills: The focus here is on encouraging students to use complex tools to finish their projects; both teachers and students must learn how to use these tools on a regular basis.

Verify that students have understood the concepts: In a classroom that focuses on highly individualized projects, teachers must keep an eye on what students are struggling with because optimal learning happens when students struggle with a problem that they can solve; if they become frustrated or confused, they are likely to give up. Teachers should carefully record what students know and what they need to learn in order to finish their projects, so that the program can be projected through a follow-up process when necessary.

Additionally, since the young brains formed by the business school system in the current day will spearhead the development of future, innovation is a necessary strategy for the program's survival. Additionally, this investment, as predicted by the Business Education program, would be necessary to maintain advancement at the current rate and quality if the quickly evolving needs of today's workforce are any indication of what lies ahead for future generations.

Moreover, in order to maintain the program, educators must update the "out-of-date" procedures and methods that characterize colleges and universities nationwide in order to adopt practices that better prepare students for positions in the future. Teachers are responsible for establishing the classroom's culture and personality. Innovative teaching strategies that promote learning, inquiry, discovery, and risk-taking are the cornerstone of creative and innovative business education. Some teachers have merged textbook study with technology to get better outcomes. The idea of innovation as a tactic for

maintaining the curriculum in schools is closely related to the use of movies, graphic novels, narrative, robots, and other technologies.

Furthermore, a thorough new approach required for the program's sustainability is the application of the design thinking technique to learning and pedagogical advances. Here, the focus is on the instructor breaking the class up into groups and helping them come up with creative answers to the subject at hand. For the program's sustainability, this will assist generate interest. Also, the design thinking process is a way to discover issues, collect information, come up with possible solutions, hone concepts, and test those solutions.

Teachers and students are encouraged by educational innovation to investigate, study, and use all available resources in order to find something new. It entails approaching and resolving issues from a new perspective. Students' creativity and problem-solving abilities will grow as a result of the thought process involved. Innovation is the effective use of novel concepts. Creative ideas are the foundation of all breakthroughs. According to Evert-jan (2018), entrepreneurship uses innovation as a tool. Additionally, creativity is a must for both business and innovation. Adding something new to an established product or process is considered innovation. The phrases "adding" and "existing" are crucial since the method and product have previously been developed from the ground up and have functioned rather effectively. Changes that improve its functionality or meet new demands lead to innovation in what currently exists, which ensures the program's continued existence.

Many perspectives have been used to characterize business education. But according to Nwachokor (2002), business education is a powerful tool for giving young people the skills, knowledge, abilities, and competencies they need to be self-employed and self-reliant, which promotes sustainable economic growth and the eradication of poverty in society. According to Azih and Nwagwu (2015), business education is a kind of education that focuses on helping people acquire the information, values, and practical skills they need to contribute to society. Additionally, they view business education as a process or setting whose main goal is to prepare individuals for positions in business enterprises, such as self-employment, entrepreneurship, or employment as an employer. From whatever angle, business education is an educational experience that equips students with the information and abilities necessary to effectively impact the lives of others.

Creativity and Innovation as strategies for sustainability of Business Education Programme

The goals of creativity and innovation in business education should direct its assessment in order to ensure the program's viability within the educational institution. As a result, they help people acquire the interpersonal skills necessary for life beyond school via marketing office management, which in turn helps to slow down the unemployment trend in society. According to Ordu (2017), the following therefore sum up creativity and innovation in the Business Education programme:

- It gives pupils instruction that takes into account how technology advancements have changed business.
- It gives students career information that helps them connect their needs, interests, and skills to business-related job prospects.
- It provides career counseling to adult learners, raising their understanding of the wide range of employment options and demanding prerequisites for professional entrance and progression.
- It teaches people about and for business.
- It serves the needs of both normal adults and children as well as those who are gifted, disabled, or underprivileged.
- It equips people with the business knowledge and abilities necessary to succeed in non-business domains.

From these, we can say with certainty that creativity and innovation as strategies in the sustainability of business education programs are an essential component because they teach their recipients the entrepreneurship skills they need to create jobs, be self-employed, and be independent, which in turn promote growth and development and lend credibility to the program's sustainability in educational institutions. According to Rinkevich (2011), if creativity is used carefully, it can provide the following advantages for the continuation of the Business Education program.

- Makes learning more fun for students where they can learn faster and can increase their performance, thus encouraging patronage in the course
- Students' dislike for the subject can be diminished
- Improvement in student achievement as a result of participation and improvisation

CONCLUSION

The paper is on creativity and innovation as strategies for sustainability in Business Education programme. Emphasis of the paper is placed on how creativity and innovation in the programme is capable of sustaining it

in the face of extinction of courses and programme due to lack of or fading interest as displayed by students' enrolment. The paper looked at how creativity and innovation as a strategy is capable of making the subject sustainable overtime. In the light of this, the paper concluded that creativity and innovation are twin side of a coin that needs to be imbibed as a strategy in the drive for the sustainability of the programme.

RECOMMENDATIONS

Arising from the conclusion, the paper made the following recommendations that:

- The Business Education department should make provision that students and teachers to innovative and creative trends to make the programme motivating and enticing to teach and learn
- Adequate and effective policies should be put in place that supports the programme owing to its inherent benefits to the society. Emphasis here is placed on its entrepreneurial benefits that serve society best.
- The school authorities should make provisions for adequate facilities like spacious classrooms, computers, Internet facilities, amongst others that support the teaching learning process of the programme
- Adequate finance should be made available for improvisation of resource materials that supports the teaching learning process; and the issue of personnel should be looked into and improved upon. These are capable of encouraging or discouraging students towards the programme, thus affecting its sustainability status.

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