



INFLUENCE OF SOCIAL MEDIA ON ENTREPRENEURSHIP INNOVATION AND CREATIVITY SKILL ACQUISITION OF POLYTECHNIC GRADUATING STUDENTS IN OSUN STATE, NIGERIA.

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ABSTRACT

African youths, especially those in tertiary institutions, spend about two hours daily on social media. This study was undertaken to determine the real and potential influence of social media on entrepreneurship innovation and creativity skill acquisition among graduating polytechnic students in Osun State of Nigeria. To achieve the study purpose, two research questions were formulated while one null hypothesis was tested at 0.05 level of significance. The study adopted descriptive survey design. The population consisted of 5542 Higher National Diploma students in the two public polytechnics in the state, out of which a sample of 840 was drawn using stratified random sampling. The instrument used, tagged “Influence of Social Media on Polytechnic Students’ Entrepreneurship Skill Acquisition Questionnaire”, was face and content-validated by three experts. Cronbach Alpha method was adopted to ensure reliability of the instrument with a coefficient of 0.89 which indicated that the study instrument was reliable. Mean and standard deviation were used to answer the research questions while the hypothesis was tested with multiple regression analysis. The findings revealed among others that social media have positively influenced all identified creativity and innovation skills of graduating polytechnic students in Osun State of Nigeria. The study concluded that social media have strong influence - real and potential - on the acquisition and mastery of entrepreneurship skills. Based on this conclusion, the study recommended the systematic application of social media for imparting entrepreneurship skills among students.

Keywords: Entrepreneurship, Skill acquisition, Social Media, Office Management

INTRODUCTION

Social media is more than just a means of seeking information. Social media is used to connect with others, for business or commercial purposes, to make new friends, reawaken old friendships. The emergence of social media simplified the hitherto complex process of communication because they are easy to use (Wetzel, 2010). Social media comprise activities that involve socializing and networking online through words, pictures and videos. Kaplan and Haenlein (2010) defined social media as a group of internet-based applications built on the ideological and technological foundations of Web2.0, which allows the creation and exchange of user-generated content. Social media tools have been developed in order to maintain, manage and improve social interactions between people, enable people to access, reuse or comment on contents authored by others. The evolving learning environments allow students to learn anytime and anywhere (Wetzel, 2010).



Social networks play important roles in raising awareness about the reliable sources of information among students and the society by providing alternative sources of knowledge (Battrawi & Muhtaseb, 2013). Gross (2010) stressed that social media employ mobile and web based technology (Web.2.0) to create highly integrative platforms which individuals and community share, create, discuss and modify user generated content. Social media sometimes called social networking is a collaboratively produced and shared media content to network communities. Enang (2014) explained that social networking sites are applications that enable users to connect by creating personal information profiles allowing friends and colleagues to have access to those profiles and send e-mails and instant messages to each other. Giving examples of social media, Gupta (2014) in Umoru (2015) opines that social networking sites include Facebook, Twitter, LinkedIn, Google+, Internet Forums, Chat rooms and message boards where people meet and discuss topics of interest, Flickr and vimeo, Blogs, Wikis, and social book marking.

Social media sites launched in 2000 were Lunarstom, Six degrees, Cyworld, Wikipedia and Ryze (Wang, 2008). In 2001, Fotolog, Sky blog and Friendster were launched and in 2003, Myspace, LinkedIn, Lastin, Tribe.net and Hi5 came along, In 2004, Facebook Harvard, Dogster and Mixi evolved; and in 2005, Yahoo 360, Youtube, Cyworld and Black Planet emerged. Umoru (2015) categorized social media into seven types each indicating the purpose for which it could be utilized: collaborative projects (Wikipedia); Blogs and micro blogs (Twitter); social news networking sites(Digg and Leakernet); content communities (Youtube and Daily motion); social networking sites (Facebook); virtual game world; (World of Warcraft); and virtual social world (Second life). There are various categories of social media sites used in education which are also useful for enhancing students' skill acquisition and academic performance. These include: Facebook, Myspace, Youtube, Flickr, Blogs, Twitter and Wiki. For the avoidance of doubt, Weber (2012) reported that in October 2012 alone, users of facebook surpassed one billion. Perhaps, this is the reason that teachers have started thinking differently about the utilization of social media tools, which has compelled teachers to incorporate social media into academic curricula.

Entrepreneurship is about being innovative in any venture. The future of any nation depends on the entrepreneurial ventures founded by creative individuals. These are inspired and inspiring risk takers who seized the available opportunities to harness and optimally use resources in an unusual manner to bring about a visible change (Egunsola, Dazala, & Daniel 2016).

The words entrepreneurship and entrepreneur are often used interchangeably. An entrepreneur refers to the person who takes the initiative and innovation of setting an enterprise while entrepreneurship is the process of undertaking a business venture. Callaghan and Venter (2011) view entrepreneurs to be of two types: the craftsman type who have a lower education, prefer manual work and want a stable income to support the family and the entrepreneur who takes opportunities in the environment and strives to grow and expand his business. Moreno and Casillas (2008) state that entrepreneurship is the process of creating something new with value by devoting the necessary time and efforts, assumes the accompanying financial, social risk and receiving the resulting rewards of monetary and personal satisfaction and independence.

Entrepreneurship is an undertaking in which one is involved in the test of creating and managing an enterprise for a purpose. The purpose may be personal, social or developmental. Again, entrepreneurial approach tends to be accomplished within organizational context. Thus,

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entrepreneurship is not only associated with small business start-up, it can occur in organizations of all sizes and types. Oni and Olaleye (2008) submit that most small businesses are not particularly entrepreneurial when their activities are genuinely appraised.

Drucker (1985) believes that what entrepreneurs have in common are not personality traits but a commitment to innovation. For innovation to occur, the entrepreneur must have not only talent, ingenuity and knowledge but he or she must also be hardworking, focused and powerful. Madsen (2007) opines that entrepreneurship is the ability some people have to accept risks and combine factors of production in order to produce goods and services. It can also be seen as the willingness and ability of an individual to seek investment opportunities in the environment and be able to establish and run an enterprise successfully based on the identified opportunities. This implies that for an entrepreneur to succeed, he or she must have the capacity to search the environment for economic opportunities that will increase its economic value in business and the economic growth of the society in general. Wang (2008) argues that an entrepreneur is a pathfinder, who can convert a stumbling block into a stepping stone. To an entrepreneur, there is no mountain that is immovable. He or she is a creative and aggressive innovator who promotes the necessary relationships required for the new business to come into existence. He is a risk bearer, he starts a business and brings about improvement on the methods of doing things and in that process, generates employment opportunities for the teeming population.

The essence of entrepreneurial development is the ability to envision and chart a course for a new business venture by combining information from the functional disciplines and from the external environment in the context of extraordinary uncertainty and ambiguity which faces a new business venture. It then manifests itself in creative strategies, innovative tactics, uncanny perception of trends and market mood, changes and courageous leadership (Agboola & Ademiluyi, 2011).

In Nigeria, studies have shown that entrepreneurship has an effect on the problem of high unemployment rate, high level of poverty and slow economic growth rate (Bala-Subrahmanya, 2006; Ng'ang'a & Wesonga, 2012). Given the generally held view that entrepreneurship development is the key to poverty eradication, employment generation and rapid economic development, various governments in Nigeria have, over the past three decades, evolved policies and programmes, aimed at developing entrepreneurship through the development of small-scale business.

Skills are generally defined as the ability to perform an activity or a task expertly. It is seen as having the ability to do something well. The process of effective utilization of available resources in the economy for sustainable development needs special skills or ability which is to be created in polytechnic students as the future of any nation (Amadi, 2012). The ability, knowledge, and experiences required to accomplish those tasks are known as entrepreneurial skills.

Entrepreneurial skills acquisition is the process of learning about a particular knowledge, ability or experience needed to turn ideas into action (Oduma 2008). It is a process whereby a person acquires or learns a particular skill or type of behaviour needed for business through training or education (Amadi, 2012).



Creativity according to Badu and Badu (2005), is the fountain-head of any entrepreneurial efforts. Zimmerer and Scarborough (2005) define creativity as the ability to develop new ideas and to discover new ways of appraising problems and opportunities. It is a domain-specific, subjective judgment of the novelty and value of the outcome of a particular action. It is a social construction that occurs within a given organizational setting which places equal emphasis on value as well as novelty (Osisioma, 2009). According to Emanuel (2008), creativity is the ability to combine ideas in a unique way or to make unusual associations between ideas (Robins, 1998). Forbes Coaches Council (2017) opines that creativity is an indispensable quality for an entrepreneur.

Innovation is often regarded as a synonym for creativity. While indeed those two words are closely associated and can sometimes be employed interchangeably, they can sometimes have different connotations. Innovation is the effort to create purposeful, focused change in organizations' economic or social potentials. It involves deliberate application of information and initiative in deriving greater and different values for resources and involves all processes by which new ideas are generated (Scull, 2016). It is also the successful application of ideas and processes to solve current problems and create new opportunities. It requires knowledge, creative thinking, ingenuity and focus. The goal of innovation is to “trigger, generate, control and steer new ideas through an organization and to bring the outcome to the market” (Srica, 1996: 97). Thus, creativity refers to the generation of novel ideas while innovation refers to their successful implementation. Creativity is the discovery of a principle while innovation is the translation of the principles to useful products and services. Innovation results from a conscious purposeful search for opportunity which may be outcomes of opportunities, process, need, industry and market changes, demographic changes and new knowledge.

Innovation activity encourages the development of new ideas but also turns them into useful products and services which customers need. Innovative activities include:

- Discovery of new markets – To take existing products or services and sell them into new markets.
- New marketing Methods – The product or service can remain the same while the market similarly remains unchanged. The key innovation can be in coming up with a new marketing technique targeted on the customer.
- New method of operating – An organisation can innovate on how it operates internally. It can change its system or ways of doing things. An example is the introduction of e-learning and the deployment of e-learning resources.

Since creativity and innovation are indispensable to entrepreneurial success and since social media are increasingly becoming very important instruments of communication and learning, the study sought to make a connection between social media usage and acquisition of entrepreneurial creativity and innovation competencies among polytechnic graduating students in Osun State.

Problem Statement

The advent of social media has created new opportunities and challenges for teachers and learners alike. Social media has become the driving force in the expansion of distance learning. New concepts like Flexible Blended Learning which seek to integrate the internet with traditional teaching techniques have also been introduced to business education with perceptible influence on teaching and learning.

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Social media can be a major contributor to entrepreneurship skill acquisition as students acquire different skills and knowledge through constant use of social media. Its usage has grown from academic and business purpose to everyday companion. The use of social media has injected new realities into the lives of adults and have in turn caused them to assume creative roles in their social lives in addition to their personal lives.

The introduction of social media is similarly impactful on all strata of society and all segments of societal activities. Facebook, WhatsApp, Instagram, Imo, e-mail have become commonplace in all the nooks and crannies of the planet with great implications for creative thinking and innovative actions. There is no doubt that social media, properly managed can have salutary effect on promotion of entrepreneurial thinking. However, the extent to which students are consciously regarding this omnipresent implement as a tool for creativity and innovation in entrepreneurship is unknown.

There is no reason to believe that the influence of social media is likely to wane in the foreseeable future. On the contrary, with new social media platforms being developed and introduced, and with the ever-increasing expansion in telephone density in Nigeria, the trend suggests an approaching explosion in the ubiquity of the social media thus opening new frontiers in entrepreneurial thinking and creativity.

To the researcher's best knowledge no recent study has been conducted to determine the influence of social media on entrepreneurial creativity and innovative thinking among polytechnic students in Osun State of Nigeria. There is therefore a gap in knowledge which the study sought to bridge. If the influence of social media on entrepreneurial skill acquisition is not conducted, student may not regard social media as potential implements of entrepreneurial creativity; teachers may also not know how to effectively deploy social media for effective teaching of innovative thinking and creativity, hence the need for this study. The Purpose of the study was to determine the influence of social media on the acquisition of entrepreneurship creativity and innovation skills among students in polytechnics in Osun State of Nigeria.

Research Questions

The following research studies guided the study:

1. To what extent do the social media influence the acquisition of entrepreneurial creativity skills among polytechnic students in Osun State of Nigeria?
2. To what extent do the social media influence the acquisition of entrepreneurial innovation skills among polytechnic students in Osun State of Nigeria?

The following null hypothesis was tested at 0.05 level of significance:

Social media usage has no significant influence on the acquisition of creativity and innovative skills by polytechnic students in Osun State, Nigeria.

RESEARCH METHODOLOGY

Research Design

Descriptive survey design was used in conducting the study. The design involves collecting and analysing the data gathered. The choice of the design was based on the opinion of Martyn (2008)

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who states that descriptive survey research design is often used because of easy access to the required information and to understand the social phenomenon from the participants' perspective. The design was suitable for this study because it involves the use of structured questionnaire to gather the required data from respondents on the influence of entrepreneurship centres on acquisition of entrepreneurial skills among Polytechnic Students in Niger State.

Population of the Study

The population of this study comprised HND students of public polytechnics in Osun State. There are 5542 full-time HND students in the two public polytechnics in Osun State. The details of the population of the study are as given in Table 1.

Table 1: Population of the Study

S/no	Polytechnics	HND I	HND II	Total
1	Federal Polytechnic Ede	1428	1860	3288
2	Osun State Polytechnic Iree	1022	1232	2254
	Total	2450	3092	5542

Source: Departmental Record Office of the Polytechnics 2017/2018 Academic Year

Sample Size and Sampling Technique

The sample size for this study was obtained using the Taro Yamani formula for the determination of sample sizes (Cochran, 2007). A sample of 840 students drawn from both HND I and HND II in polytechnics in Osun State was arrived at. This represented 15.15% of the total population. The researcher then used the stratified sampling technique to draw up 15.57% of the population of the students in both HND I and HND II from the Osun State Polytechnic Iree and Federal Polytechnic Ede which are the two polytechnics under study. This was done to ensure equal representation of the sample from each polytechnic. The instrument was validated by three experts in the Department of Business Education, Kwara State University, Malete. The instrument was pilot tested-using HND students of Ibadan Polytechnic, which is outside the study area. Cronbach Alpha method was used to determine the internal consistency of the instrument. The result gave reliability co-efficient of 0.89, which was considered reliable.

Data was collected with the aid of two research assistants. Out of the 840 copies of the questionnaire distributed, 714 copies were retrieved and found usable. This represents 85 percent return.

The data collected for the study were analysed using mean to answer the research questions and standard deviation to determine the closeness or otherwise of the responses from the mean, while regression analysis was used to test the null hypotheses of no significant difference at the probability of 0.05.

Decision Rule: For the research questions, answers were provided as follows; 0.00 - 1.49, No extent; 1.50 - 2.49, Low extent; 2.50 - 3.49, Moderate extent; 3.50 - 4.00, Great extent. For the test of hypotheses, the null hypothesis was retained when the observed probability



value was greater than or equal to 0.05 level of significance. Where the calculated probability value was less than 0.05 level of significance, the null hypothesis was to be rejected.

RESULTS

Table 2: Mean and Standard Deviation of Responses on the Influence of Social Media on Acquisition of Creativity Skills by Polytechnic Students

S/N	Item Statements	\bar{X}	SD	Remark
	<i>To what extent have social media enabled you to:</i>			
1.	Acquire capacity for creative problem solving	3.58	0.86	Great Extent
2.	Have ability to provide creative business leadership	3.61	0.78	Great Extent
3.	Develop capacity for logical thinking	3.58	0.86	Great Extent
4.	Have better ability to generate new ideas	3.72	0.88	Great Extent
5.	Learn a wide range of idea creation techniques	3.53	0.71	Great Extent
6.	Become receptive to new ideas	3.88	0.67	Great Extent
7.	Look at things from a new angle	3.61	0.78	Great Extent
8.	Be willing to implement new ideas	3.85	0.56	Great Extent
9.	Be prepared for creative risk taking	3.63	0.87	Great Extent
10.	Demonstrate originality	3.50	0.93	Great Extent
11.	Have clarity in my thought and direction	3.55	0.78	Great Extent
12.	Be at home in environments of meditation and brainstorming	3.53	0.71	Great Extent
13.	Admire creative people and creative processes	3.72	0.88	Great Extent
14.	Be very curious and love to ask questions	3.63	0.78	Great Extent
15.	Acquire capacity to communicate new ideas	3.51	0.93	Great Extent
	Grand Mean	3.63	0.79	Great Extent

The results on Table 2 show that the respondents indicated that all the creativity constructs listed have been positively influenced by social media to a great extent. According to the responses, social media has enabled the students to become responsive to new ideas (Mean:3.88); become willing to implement new ideas (Mean:3.85); admire creative people and creative processes (Mean:3.88); acquire capacity to easily generate new idea (Mean:3.71), among others. The grand mean is 3.63, which shows that overall, the items have been influenced by social media to a great extent. The standard deviation scores show that the responses cluster tightly around the mean which indicates a high level of consensus among the respondents.

Table 3: Mean and Standard Deviation of Responses on Influence of Social Media on Acquisition of Entrepreneurship Innovation Skills by Polytechnic Students

S/N	Item Statements	\bar{X}	SD	Remark
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To what extent have social media enabled you to acquire innovative skills in the following areas:

1.	Business modeling	3.55	0.87	Great Extent
2.	Pricing modeling	3.55	0.76	Great Extent
3.	Product modeling	3.58	0.94	Great Extent
4.	Service modeling	3.50	0.88	Great Extent
5.	Messaging	3.66	0.93	Great Extent
6.	Audience targeting	3.71	0.86	Great Extent
7.	Efficiency improvement	3.52	0.98	Great Extent
8.	Cost reduction	3.82	0.84	Great Extent
9.	Commodity sourcing	3.88	0.75	Great Extent
10.	Production	3.61	0.95	Great Extent
11.	Product/service variation	3.55	0.86	Great Extent
12.	Distribution	3.66	0.90	Great Extent
13.	Processes	3.61	0.94	Great Extent
14.	Decision making	3.66	0.90	Great Extent
15.	Product/service differentiation	3.77	0.81	Great Extent
Grand Mean		3.64	0.88	Great Extent

The result of the second research question shows that social media have influenced the acquisition of entrepreneurship innovation skills in all listed areas to a great extent. These include Commodity sourcing (Mean:3.88); cost reduction (Mean:3.82); product/service differentiation (Mean:3.85); audience targeting (Mean:3.71); messaging (Mean:3.66); and decision making (Mean:3.66), among others. The grand mean is 3.64, which shows that overall; the items have been influenced by social media to a great extent. The standard deviation scores show that the responses cluster tightly around the mean, which indicates a high level of agreement among the respondents.

Table 4a: Summary of Regression Analysis of the Influence of Social Media use on the Creativity and Innovative Skills of Polytechnic Students

Model	N	R	R Square	Adjusted R Square	F-cal.	P-value
1	714	0.68	0.46	0.46	384.48	0.00

Dependent Variable: Creativity and Innovative Skills



Table 14aa summarizes the regression results of the influence of social media usage on the acquisition of creativity and innovative skills of polytechnic students. The result indicates that there is a high positive correlation between social media usage and creativity and innovative skills of students ($R = 0.68$) while R-squared is 0.46 which means that the independent variable (social media usage) explained 46% variations of the dependent variable (creativity and innovative skills). Thus, this is an accurate reflection that, social media usage significantly influences creativity and innovative skills of Polytechnic students ($F_{1,459} = 348.48, p = 0.00$).

Table 4b Table of coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	6.17	.19		32.81	.00
Social Media Usage	1.17	.06	.68	19.61	.00

Dependent Variable: Creativity and Innovative Skills

Table 4b shows that social media usage significantly influence creativity and innovative skills of polytechnic students ($B = 0.68; t(459) = 19.61, P = 0.00$). It indicates that at 5% level of significance there is enough evidence from the regression equation was well specified that social media usage significantly influences creativity and innovative skills of polytechnic graduating students. Based on this, the null hypothesis was rejected and it was concluded that social media usage has significant influence on the creativity and innovative skills of polytechnic students.

DISCUSSION

The study found out that social media use positively influences creativity and innovation skills of polytechnic students in Osun State, Nigeria to great extent. The finding showed that among others, social media helps one to acquire capacity in problem solving, creative leadership, logical thinking, and creative risk taking, among others. It also enables one to learn a wide range of idea creating techniques, demonstrate originality, develop capacity to be equally at home in environments of meditation and brainstorming, among others. This finding is in line with the findings of Tapscott and Williams (2007) who stated that Technology and social media collectively enable students to produce creative thought, external knowledge, resources, and talents on a scale that was previously impossible. Social media give much opportunity to reach a vast number of people and engage them in creative action on environmental issues. The findings contradict that of Enang (2014) who affirmed that aimlessly accumulating knowledge through social media will not help students improve their creativity instead; overusing social media may inhibit one from understanding the real world and gaining inspiration.

The result of the second research question shows that the use of social media by polytechnic graduating students has enabled the acquisition of a number of entrepreneurship innovation skills.



The use of social media by students who already have entrepreneurship at the top of their minds helped to acquire skills in business, product, price and service modeling. It has given them skills in messaging, audience targeting, efficiency improvement, cost reduction, commodity sourcing production improvement, and product differentiation, among others.

This implies that graduating students, already well trained in entrepreneurship have learnt to regard social media as veritable tools of entrepreneurship. This contrasts with the finding of Fayemi (2016) that students use social media only for social and often worthless activities. Graduating students now appreciate the social media as an important tool of entrepreneurial activities and learning. The social media is not only an instrument of communication and learning. Social media is a teacher in its own right, with a capacity to impart both good and evil knowledge. The result of the study suggests that graduating students with their future imminently ahead of them are learning to extract entrepreneurship gems from the myriads of information on the social media. This is a promising new insight.

CONCLUSION

The study shows that graduating polytechnic student not only appreciate social media as instruments of entrepreneurial creativity but are also actively acquiring creativity skills from the social media. The study also shows that graduating students are acquiring priceless innovation skills from the social media. Social media has influence their acquisition of innovation skills in modeling messaging and product differentiation, among others. The study also shows that there is a strong positive influence of the social media on the acquisition of creativity and innovation skills in entrepreneurship.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

1. Teachers should recognize and learn to deploy the social media as veritable instrument for the acquisition and mastery of creativity and innovation skills in entrepreneurship. Teachers should consciously draw the attention of students to the potentials of social media as an instrument of innovation, creativity and entrepreneurship.
2. Students should be encouraged by teachers and parents to use social media to acquire the type of information, which may inspire creativity. Students should also be encouraged to join positive, productive and forward-looking groups on social media. Groups like Innovation Club and Entrepreneurs United often post materials, which may inspire members to creativity.
3. Teachers should encourage students to fish out creative and innovative ideas from their social media platforms. This will encourage the students to perceive the media not only as an instrument of entertainment but also as an implement of creativity in entrepreneurship



4. Teachers should encourage the creation of social media groups which, while sometimes-posting entertainment materials, will also engage in creative ideas sharing, debates on pros and cons of entrepreneurial opportunities and decisions among others.

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